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сургуулийн 10 дугаар ангийн сурах бичиг

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Units	Listening	Speaking
MODULE 1. SCHOOL DAYS		
Unit 1. Welcome Back to English	Listening to the dialogue about a summer holiday Listening to the talk about favourite school subjects Listening to the talk about daily routines	Expressing opinions on summer holidays Taking a class survey Discussing English clubs
Unit 2. Learning Languages	Listening to talks about progress in learning English Listening to an interview about speaking foreign languages	Expressing opinions on language learning English language learning Exchanging opinions
Unit 3. Ways of Learning	Listening to the talks about learning Listening to arguments in talks Understanding opinions of speakers	Expressing opinions on learning experiences Talking about learning styles Doing a mini project Talking about favourite books
MODULE 2. HUMAN DOINGS		
Unit 4. Personal Identity	Listening about family relationships Getting the most specific information from dialogues Understanding implied meaning	Asking and answering questions about families and friends Talking about changes for personal identities
Unit 5. Clothing Now and Then	Listening to talks about shopping for clothes Understanding main points from talks about colours and materials of clothes Understanding opinions of speakers	Asking and answering questions about materials and origin of clothes Expressing opinions on clothing styles and materials Talking about dressing situations
Unit 6. On the Move	Listening to the dialogue about transport Understanding opinions of speakers on preferences for transport	Asking and answering questions about transport Expressing opinions on public transport Talking about Mongolian transport in the past and now

Reading	Writing	Use of English
Reading about spending summer holidays Understanding main points about people's learning	Writing a paragraph Writing a summary about the survey results Brainstorming, planning, drafting written work	Using *smell/taste/look/feel/ seem* + *like* and *as* to indicate manner Using *all/half/both (of)* Using prepositional verbs
Reading for main and specific information in the texts about ways of learning languages	Writing a letter of advice Writing a report Spelling words related to language learning	Using *all/half/both (of)* in contexts Using conjunctions *since, as* to express reasons Using structures *so … that, such as*
Reading about learning styles Recognising attitudes or opinions of the writer Reading an admission interview	Writing a paragraph Punctuate written work Writing about factual experiences Writing about personal feelings and opinions	Using direct/ indirect speech and words *say/ask/tell* Using zero and first conditional sentences
Reading about genealogical trees and personal identities Reading about links between personality and appearance Reading birth signs	Describing personality and appearance Writing about bad and good qualities based on the birth signs Writing a composition	Using tag questions in simple forms Using simple perfect forms Using adverbs of frequency including *occasionally, rarely* and others
Reading about sizes and measurements Understanding specific information from the text about Mongolian traditional clothing Reading about modern clothing	Writing about an ideal uniform Brainstorming, planning and editing a presentation on modern clothing	Using *look* + adjective to indicate appearance Using gerunds as subjects to talk about clothes Using active and passive simple forms to talk about clothing
Understanding main points from the text about transport Understanding factual information Reading about means of transport around the world	Brainstorming, planning and drafting a composition about getting to school Using personal opinions and a graphic organizer Using transport related vocabulary and relevant structures	Using active and passive simple forms Using impersonal sentences Using prepositional and phrasal verbs

Units	Listening	Speaking
MODULE 3. FROM PLACE TO PLACE		
Unit 7. Celebrations and Places	Listening to a radio programme Understanding specific information from listening to celebrations	Talking about favourite holidays Exchanging ideas about holidays and celebrations Describing pictures of events and celebrations
Unit 8. Climate and Environment	Listening to weather forecast and a text about environment Understanding specific information from listening to the text about weather and environment	Asking and answering questions about weather Talking about weather forecast Talking about helping environment
MODULE 4. CITIZENSHIP		
Unit 9. Good Citizen	Listening to talks about a good citizen Understanding specific information from the song about hero	Expressing opinions on the rules of being a good citizen Talking about a real life hero
Unit 10. Helping Hands	Listening to a dialogue about a friend's problem	Summarising what others said about helping people

Reading	Writing	Use of English
Understanding main points and specific information from the text about holidays Reading history of festivals around the world Understanding descriptive and factual writing	Brainstorming, planning and writing about celebrations Using different information about celebrations Writing about personal feelings about a Halloween party	Using present continuous forms Using comparative structures of adjectives including *as … as*
Reading about weather and recycling Understand specific information about unusual rain Understanding arguments about environmental problems	Developing coherent arguments when writing a paragraph Expressing personal feelings and opinions suggesting 'green' things	Using pronouns including *it* Using simple perfect vs. simple past forms Using relative clauses with *who, which* and *that* Using modals forms *should / shouldn't* for advice, *must / mustn't* for rules and active and passive forms of *can*
Reading about characteristics of a good citizen Reading about a heroic action Reading a text about heroism Recognising an attitude or an opinion of a writer	Brainstorming, planning and writing about a good citizen Writing paragraphs about heroes	Using indefinite pronouns *everyone, someone, everything* and *something* Using zero and first conditionals
Understanding implied meaning of a story	Writing about volunteering Filling in the volunteer application form	Using first and second conditionals Using modals *have to, need, may/ might, can* and *may*

School days

Unit 1. WELCOME BACK TO ENGLISH



LEARNING OBJECTIVES

Listening

L2 Understand the most specific information from the dialogue about a summer holiday
L5 Recognise opinions of the speakers in the talk about favourite school subjects
L4 Understand the implied meaning from the talk about daily routines

Speaking

S3 Give an opinion on the summer holiday topic
S6 Link comments with others working on the tasks
S7 Interact with others doing a class survey
S4 Responding to others' comments by discussing English clubs

Reading

R10 Recognise different opinions in short texts about summer holidays
R8 Use reference resources to check meaning in the survey on favourite subjects of British students
R1 Understand the main points in the texts about young people's learning

Writing

W4 Write a paragraph supporting arguments by reasons or examples
W3 Write results of the survey with moderate grammatical accuracy
W1 Brainstorm, plan and draft written work at text level

Use of English

UE14 Use *smell/taste/look/feel/seem* + *like* and *as* to indicate manner
UE4 Use a range of determiners including *all/half/both (of)*
UE15 Use a limited range of prepositional verbs as *take part, come up with, put off, set up*

1a. Look at the pictures and match with summer holiday activities.

a. travelling	*e. swimming*
b. staying in the camp	*f. playing basketball*
c. hiking	*g. riding a horse*
d. herding animals	*h. sunbathing*


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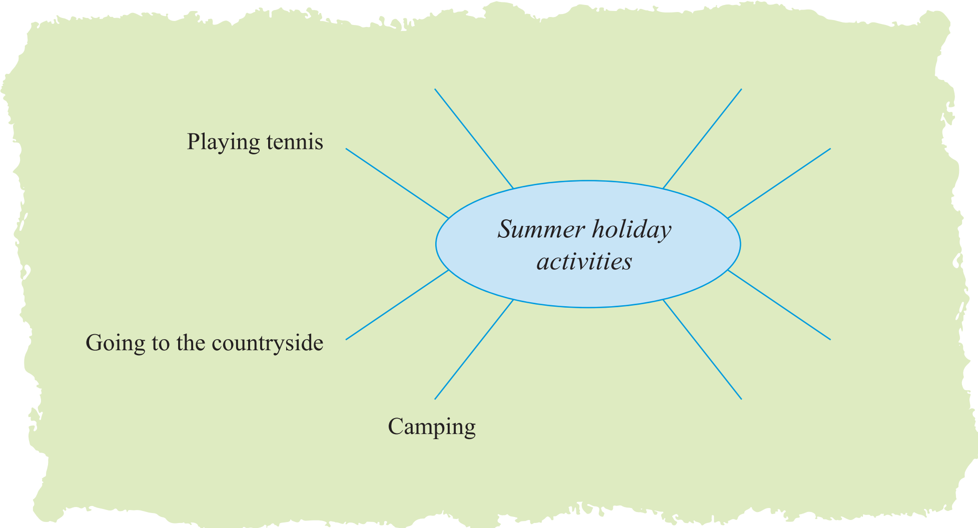

8

1b. Listen, check and repeat.

1c. Fill in the gaps with the words from 1a to complete the sentences.

1. Last summer I went to the countryside and enjoyed … .
2. … in the mountains was good for my health.
3. Children spent a good time … .
4. My friend enjoys … so he went to China and saw the Great Wall.
5. I spent my summer holiday with my grandparents and helped them with … .
6. People often go to the seaside for … .

2a. Add at least five words to the mind map.



2b. In pairs, make up sentences with the words from 2a.

Example

I enjoyed going to the countryside in the summer.

2c. Interview your classmates. Ask these questions and write down the answers.

1. Where did you spend your summer holiday?
2. What did you do?
3. How was the weather like in summer?
4. Did you enjoy your summer holiday?
5. How did you feel?
6. What was the most interesting activity you did in summer?

2d. In groups, report the findings to each other.

3a. Listen to the dialogue and answer. Is it about a. travelling or b. spending a summer holiday?

3b. Listen again and answer true (T) or false (F).

		T	F
1.	Jessie enjoyed her summer holiday.	T	F
2.	She went to Finland.	T	F
3.	She went sightseeing.	T	F
4.	She liked food best.	T	F
5.	Bold spent his holiday with his grandparents.	T	F
6.	He was herding animals.	T	F
7.	He didn't enjoy countryside.	T	F
8.	He did a lot of things.	T	F

3c. In pairs, ask and answer these questions.

1. What did Jessie do in summer?
2. What did she like best?
3. How does she feel?
4. What did Bold do in summer?
5. What did he enjoy?
6. How does Bold feel about his holiday?

4a. Study the sentences and choose *a* or *b* in the explanations.

My legs felt like cotton wool.
It seems like a good holiday!
The roses smell like perfume.
She looks like her mother.
This tastes as a strawberry.

1. We use *smell/taste/look/feel/seem* + *like* and *as* to say that things are … .
   a. similar b. different
2. We use them before a … .
   a. verb b. noun
3. *'Like'* is a … .
   a. Conjunction b. preposition

4b. Complete the sentences with *smell/taste/look/feel/seem + like.*

1. Sweet potatoes … a pumpkin.
2. You … your sister.
3. The island … a paradise.
4. This … a good trip.
5. I … a wise man.

4c. Answer the questions and practice with your partner.

1. A: How does your sister look like?
   B: ___________________________
2. A: What does this salad taste like?
   B: ___________________________

5a. Read e-mail messages and answer the question. Are they about positive or negative opinions?

Teresa This summer I went to the seaside. I swam and sunbathed on the beach. I felt like I was relaxed because the sun was great and people were nice.

Tsolmon My summer holiday was very boring because I didn't have a chance to go anywhere. So staying at home, watching TV and reading were not fun. All my friends had a good holiday. I wish I could spend my holiday in a more interesting way.

Bob Spending a summer holiday should be enjoyable because you don't have to go to school and do a boring stuff like homework. That is why I enjoyed my holiday in the mountains. I did some hiking and walked around to see the wild nature.

Kate I had to look after my younger brother this summer. I didn't like my holiday because I was busy cooking, washing clothes and taking my brother out. My friends asked me to relax but I couldn't.

Saran I enjoyed my summer holiday because it was great. I travelled around the country with my family. We started from Arkhangai province where we saw volcano remains, woods, and mountains that look like Swiss Alps, and then we went to Zavkhan province where the wild nature was amazing. Staying in a tent was very interesting as well.

5b. Read the messages again and complete the table.

#	Names	How they spent their holiday	Reasons for their opinions
1.	Teresa		
2.	Tsolmon		
3.	Bob		
4.	Kate		
5.	Saran		

6. In groups, talk about your summer holiday activities and express your opinion giving reasons.

Example

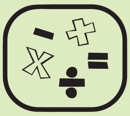
I think my summer holiday was great because …

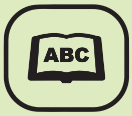
7. Write a paragraph about your summer holiday. Include these ideas:

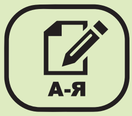
- Where you spent your summer holiday
- What you did
- What you enjoyed most and why

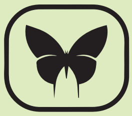
8a. Match the school subjects with the symbols.

a. Biology b. Math c. Mongolian language d. History e. Chemistry
f. English g. Arts h. Informatics i. Music k. Geography

1. 
2. 

3. 

4. 

5. 
6. 
7. 
8. 
9. 
10. 

8b. Listen, check and repeat.

9a. Complete the timetable with the subjects you take.

Time	Monday	Tuesday	Wednesday	Thursday	Friday

9b. In pairs, talk about school subjects. Use the ideas below.

1. How many subjects you both take
2. Which subjects are interesting and why
3. Which subjects are boring and why
4. What you learn

10a. Listen to the dialogue and answer. Are students talking about a. school activities or b. school subjects?

10b. Listen again and complete the table.

#	Names	Favourite subjects	Reasons
1.	Ada		
2.	Tsog		

11. Complete summary sentences.

1. All Tsog's classmates … .
2. Half Ada's classmates … .
3. Ada likes both … .
4. Tsog and Ada both … .
5. All students … .

12a. Study the sentences and choose *a* or *b* in the explanations.

We all have to do a lot of things.
Half my classmates select the same subjects.
I like both arts and music.

1. We use *all/half/both (of)* to express … .
   a. similarity b. comparison
2. We use *all/both (of)* … nouns and pronouns.
   a. before b. before and after
3. We use *half (of)* … plural nouns.
   a. before b. after

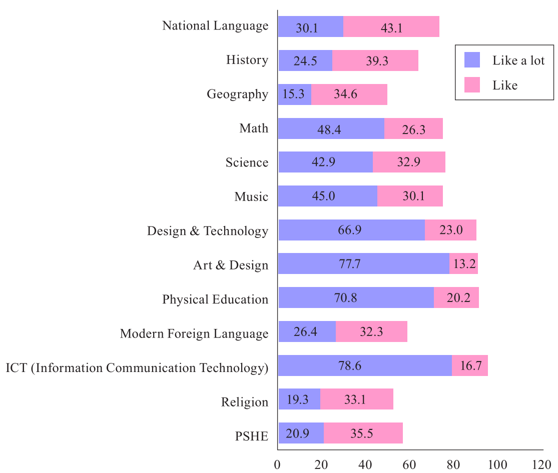
12b. Make up 6 sentences with *all/half/both (of)*.

Example

Example: All my friends go to the art shows.

13a. Read about British school students' favourite subjects and answer. What are top three favourite subjects mentioned?

Graph 1. Favourite subject (London)



Do you know which school subjects are in favour of British students? Results of the British high school students' survey on favourite subjects is shown in the graph. Students involved in the survey gave two kinds of responses such as "like a lot" and "like". So the graph shows most students "like a lot" ICT (78.6%), Physical Education (70.8%), and Art & Design (77.7%). As for their "like" responses, National language (43.1%), History (39.3%), Geography (34.6%) and Foreign Language (32.3%) were rated lower which means that these subjects are less preferred by students.

(2010)

13b. In pairs read again and paraphrase a summary of the survey. Start like this:
British students like ... best.

14a. Do the class survey. Follow the steps:

- Go around the class and ask 5 students *"What are your three favourite school subjects? Why? What is the least interesting subject for you? Why?"*
- Note down the answers.
- Calculate the answers and make a graph.
- Prepare a short presentation.

14b. Report your findings to the class.

15. Write a summary of the survey results. Use *all/half/both (of)*.

Example

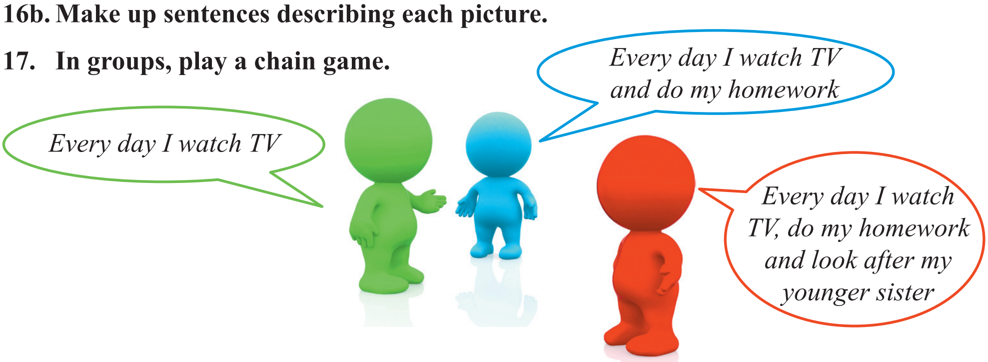
Most students like English because they all think English is fun to learn.
Half of them like ... because ...

16a. Look at the pictures and say who is doing what.



16b. Make up sentences describing each picture.

17. In groups, play a chain game.



Instructions:

- 1st student starts like this – *Every day I watch TV.*
- 2nd student repeats and adds his/her own activity like – *Every day I watch TV and do my homework.*
- 3rd student repeats and continues with his/her activity like - *Every day I watch TV, do my homework and look after my younger sister etc.*

18a. Listen to students and say how they spend their day



18b. Listen again and answer the questions.

1. What club does Bess attend?
2. Why does she like it?
3. How does she spend her day?
4. What club does Bold attend?
5. Why does he like it?
6. How does he spend his day?
7. What club does Anu attend?
8. Why does she like it?
9. How does she spend her day?
10. What club does Ralph attend?
11. Why does he like it?
12. How does he spend her day?

19. Study the sentences and choose *a* or *b* in the explanations.

Students take part in competitions.
They are interested in learning new things.
We have to come up with agreement of the document.
They have to agree with new rules.

1. We use verbs with prepositions and call them … .
   a. two-word verbs b. compound nouns
2. The meaning of them is … the meaning of the two parts taken separately.
   a. similar to b. different from

20a. Match the two-word or three word verbs with their meaning.

1. give up	a. explain
2. come up with	b. participate
3. go back	c. exercise
4. take part in	d. make ready
5. put off	e. decide
6. set up	f. return
7. clear up	g. lose hope
8. work out	h. postpone

20b. Complete the sentences with the two-word or three-word verbs in 20a.

1. Let's … to the first chapter of the book.
2. Teachers … strict solutions to the problem.
3. He had to … exercising because of his poor health.
4. A group leader … a task for everybody.
5. My … his work and went to the quiet place.
6. Athletes usually … long hours a day.
7. Students usually ... in different activities after classes.
8. We need to ... this situation at school.

21. In groups, discuss these questions.

1. Which club are you interested in?
2. Why?
3. What are advantages of participating in this club?
4. What can you do in this club?
5. Which club is more interesting?
6. In which club do you participate actively?



22. Write a paragraph using the following ideas.

- Which club you are interested in and take part in
- What advantages it has in order to help you improve your English

23a. Read the passages and choose a title for them.

a. Studying differs **b. Amount of time to study**



Studying 12 hours per day sometimes is questionable if you do not have a strategy. First, if you want to get a 4.0 point, you need to have a systemic approach. Second, being consistent helps a lot. However, you need to get general concepts because many subjects cover the same things. Holistic and integrative thinking usually saves time and helps concentrate on the key points. So long study hours wouldn't matter at all. What matters is having suitable study strategies.

Traicey



If you ask how much time I spend on studying, I would say planning a study time is more important. Although I face some problems, I try to do my study work efficiently, in small chunks and at a certain time. Motivation and environment are also important. When I plan enough time, I can focus on my study more and go deep into my study. Therefore, I believe planning your study time is the most important of all.

Collin



I do a lot of reading and practice before final exams. Most students don't study after exams. But I do. 2 hours a day seems to me reasonable. However, to get a top grade point, 4-7 hours a day may be the best. But I keep to 3.9 points studying only 1 hour a day. I think everything depends on personality. You can study in short time if you can understand the main details of the lesson, and if you make a right choice of courses to study.

Steven



My grade point at the moment is 4.0 because I study much whenever I have a free time. I usually come home, have lunch and do my homework until dinner. After dinner I continue my studies till midnight. Sometimes I might stay for more than an hour if I feel like I can have more energy. After all, it takes me about 7.5 hours per day.

Andrew

23b. Read again and answer true (T) or false (F).

1.	To be successful and get a good grade point study hard.	T	F
2.	Holistic thinking doesn't help much.	T	F
3.	Integration of different concepts helps her save time.	T	F
4.	Study hours are important.	T	F
5.	Students don't study before exams.	T	F
6.	Personality matters a lot in learning.	T	F
7.	To get a 4.0 grade point 4-7 hours a day might be helpful.	T	F
8.	Getting a top grade point means studying till midnight.	T	F

24a. In groups, do project work. Follow these steps.

Step 1. Calculate how many hours you spend studying each subject including homework
Step 2. Make a chart (including names of the subjects and hours you spend)
Step 3. Write paragraphs for each subject
Step 4. Exchange ideas with other groups
(Use the survey results and the graph on p.14)



24b. Present your project ideas to the class.





SELF-CHECK

VOCABULARY

1. Label the pictures using the expressions in the box.

a. watching TV	e. playing sports	g. having discussions
b. writing essays	f. searching the internet for information	h. doing project work
c. studying		
d. talking to friends		


1

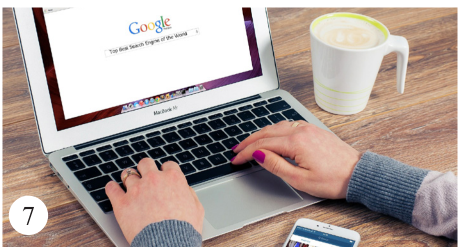

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7


8

2. Find 10 school subjects in the wordsearch.

L	E	A	R	N	I	N	G	F	Y	O	C
U	S	G	E	O	G	R	A	P	H	Y	H
J	W	D	N	C	L	U	R	B	I	N	E
S	I	G	G	T	S	E	T	I	S	G	M
B	I	O	L	O	G	Y	S	K	T	U	I
L	M	H	I	L	O	E	F	I	O	M	S
A	I	G	S	X	E	J	U	N	R	U	T
M	A	T	H	R	Y	E	F	G	Y	S	R
I	G	V	P	H	Y	S	I	C	S	I	Y
N	I	N	F	O	R	M	A	T	I	C	S
G	A	S	C	U	X	T	Y	P	R	E	K

Biology
Math
History
Chemistry
English
Arts
Informatics
Music
Geography
Physics

3. Put the words in the correct order to make sentences.

1. every, We, tennis, week, play.
2. art, friend, shows, My, likes.
3. English, have, 3, week, I, every, classes.
4. 7, at school, hours, spend, We.
5. do, Students, projects, together, different.
6. holiday, great, was, summer, Our.

USE OF ENGLISH

4. Describe pictures by using *all/half/both (of)*.


1


2


3


4

5. Complete the sentences with two-word or three-word verbs.

1. We always ... in sports competitions at school.
2. Students usually … right decisions at the class meetings.
3. A teacher … a task assignment.
4. He … all his work and left.
5. My brother likes to … every morning.
6. Workers have to … to their work now.

LISTENING AND SPEAKING

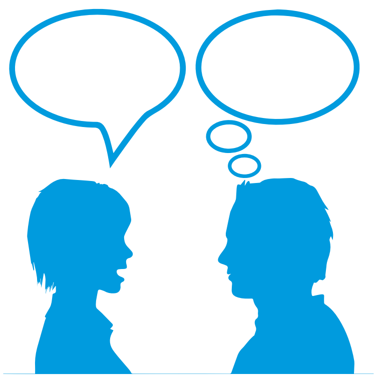
6a. Listen to the telephone conversation and answer. Is it about a. school activities or b. free time activities?

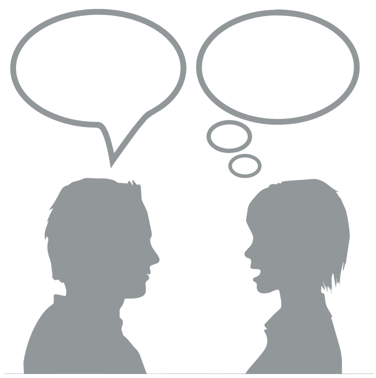
6b. Listen again and tick (√) the activities Misheel and Fred mentioned.

#	School activities	Misheel	Fred
1.	do project work		
2.	study for exams		
3.	organise competitions		
4.	take part in sport competitions		
5.	go clubbing		
6.	organise debates		
7.	have class meetings		
8.	invite parents and talk		
9.	help each other		

7. In pairs, talk about your daily activities. Follow these questions.

- What do you usually do every day?
- Do you have any household chores?
- What do you like doing in your free time?
- How do you feel about your daily routines?





READING AND WRITING

8a. Read the text and answer. What is it mainly about?



When British people have their summer holiday, they usually like to get out into the open air. Most of them go to the seaside. They enjoy sunbathing, swimming and relaxing at the sea. Some adults like walking and driving in the countryside. Holiday homes are also their favourite places to go. However, children prefer going to sport events, seeing friends or going on trips to London. They usually like walking in the city, visiting parks and, especially, the zoo. Summer is the best time for having a holiday and enjoying the nature.

8b. Read again and answer the questions.

1. Where do British people like to go?
2. Where are their favourite places to go?
3. What do the adults enjoy doing?
4. What do the children prefer doing?
5. Why people like to stay out-of-doors?

9. Write about your favourite school subject. Think of:

- type of a subject
- reasons why you like it
- what you learn from this subject



How well can you do these things? Tick (√) the columns.

I can …	Very well	Well	Not well
Listen and understand specific information			
Give an opinion on a summer holiday, clubs and daily activities			
Read and understand main points from the texts			
Express ideas and thoughts in a written form			



School days

Unit 2. LEARNING LANGUAGES

LEARNING OBJECTIVES

Listening

L1 Understand talks about progress in learning English and English language learning experiences

L8 Understand an interview about advantages of speaking foreign languages

Speaking

S3 Give an opinion on English language learning and reasons for studying English

S6 Comment on each other's advice in pair, group and whole class exchanges

Reading

R2 Understand main and specific information in texts about ways of learning languages

Writing

W5 Write a letter of advice

W6 Use appropriate layout for writing a report

W7 Spell words related to language learning

Use of English

UE4 Use determiners *all, half, both (of)* in contexts

UE16 Use conjunctions *since, as* to express reasons and the structures *so … that, such as* in sentences

1a. Look at these reasons for studying English and put them in order of importance for you (1-8).

____ to pass an English exam
____ to study abroad
____ to communicate with foreigners
____ to get a good job
____ to travel around the world
____ to study foreign cultures
____ to read English books
____ to understand and sing English songs

1b. In pairs, compare your answers and tell why you learn English.

A student: B student:

I learn English because I want …………………

I learn English because … … … … …

2a. Read and match a heading to each paragraph.

WAYS OF LEARNING ENGLISH

a. Communicating in the business community
b. Studying via English
c. Travelling with students of English
d. Singing for pleasure and improvement

			
I'm Mary Wong and I'm from Singapore. I've been studying English since primary school like all kids. All of us usually start learning English when we are very young. Now I live in London. I've been studying international law here for the last three years. At first, it was difficult to understand British English, as well as legal English. So, I've been studying hard to improve my English although I could already speak quite good English before I came to England.	Hi, I'm Yuko Masaka from Japan. I teach at Kanazawa college. I use a lot of English since I teach the culture of English speaking countries. For this reason, I've travelled to the United States many times with my students. My students study American culture and practice their English too. Visiting the United States is really helpful for their studies.	Hello, I'm Roberto Gonzales from Brazil. I've been learning English for a year because I really want to go on holiday to English speaking countries. My biggest problem is pronunciation. So I've found my own way to improve it. Listening to English pop music and songs really help me to learn English better. I have a lot of books in my library and half of them are in English.	My name's Anatachai. I'm a business person from Thailand. I work with foreign firms from all over the world. I need English for both my business and personal life. By doing business in English I have improved much faster than I did at university. For me, real communication in the business world is a great way to learn English.

2b. Complete the chart with information from the paragraphs.

	Name of a person	Country of origin	Why they are learning English
1.	Mary Wong		
2.	Yuko Masaka		
3.	Roberto Gonzales		
4.	Anatachai		

3a. Study the sentences and choose *a* or *b* in the explanations.

I've been studying English since primary school like all kids.
All of us usually start learning English when we are very young.
I have a lot of books in my library and half of them are in English.
I need English for both my business and personal life.

1. We use *all (of)* when we talk about …
   a. only two people or things b. a whole group
2. We use *both (of)* to talk about…
   a. some people b. only two people or things
3. We use *half (of)* to talk about …
   a. a group of people b. 1/2 of group of people

3b. Complete the sentences with *all, all of, both, both of, half* and *half of.*

1. …. people in Singapore study English as a second language.
2. My father speaks … English and Russian.
3. In Canada, … people speak French.
4. We used up … our paper.
5. ... us like listening to music.
6. Students memorized only … the new words.

4a. Listen to the text and answer. What kind of learner is Tamir?

4b. Listen again and complete the list.

Tamir

1. not confident
2. not persistent
3. lack of intention to use English in future
4. …
5. …
6. …

5. In groups, discuss what a good language learner is like.

Example

A good language learner speaks in English.

6. Write an advice using the writing tip and plan.

Writing Tip

When writing a letter of giving advice, we divide it into four paragraphs.

- Begin the letter by saying *Hello*, and how happy to hear from friend and why are you writing to him.
- In the 2nd and 3rd paragraphs, give your advice and reasons saying *should/ shouldn't*. You can use *first, second, also, finally* to link your advice.
- End your letter with a closing remark, saying *Good bye, hope to hear soon* etc.

Writing Plan

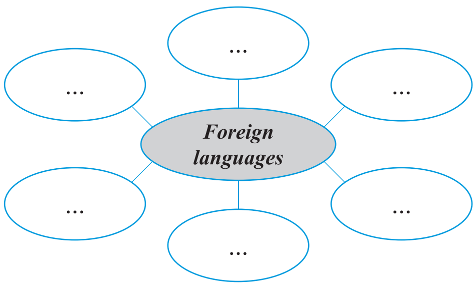
Address

Paragraph 1.	Opening remark When you received a letter, where you are.
Paragraph 2-3	Advice and reasons
Paragraph 4	Closing remark

7. Match the languages to the countries.

1. Thai	a. Denmark
2. Hindi	b. China
3. Portugal	c. Egypt
4. Greek	d. Spain
5. French	e. India
6. Spanish	f. Thailand
7. Arabic	g. Canada
8. Hebrew	h. Greece
9. Danish	i. Brazil
10. Mandarin	l. Israel

8a. Complete the map. Then, tell the class what languages school children study in Mongolia.



8b. In pairs, ask and answer the questions.



9a. Listen to four people. What are they talking about?

9b. Listen again and complete the table.

	Names of people	Language learning activities
1	Gabriel	
2	Melany	
3	Anand	
4	Alexander	
5	You	

10. In pairs, talk about how you learn languages.

Example

I learn English ....

11a. Match the words to their definitions.

a. Linguist
b. Bilingual
c. Polyglot
d. Monolingual
e. Multilingual

ˈ/mɒnə(ʊ)ˈlɪŋgw(ə)l/
1. *adjective* (of a person or society) speaking only one language.
   monolingual families
2. *noun* a person who speaks only one language.

/mʌltɪˈlɪŋgw(ə)l/*adjective*
in or using several languages.
“a multilingual dictionary”

/lɪŋgwɪst/*noun*
1. a person skilled in foreign languages.
2. a person who studies linguistics.

/bʌɪˈlɪŋgw(ə)l/*adjective*
1. speaking two languages fluently.
“a bilingual secretary” *noun*
2. a person fluent in two languages.

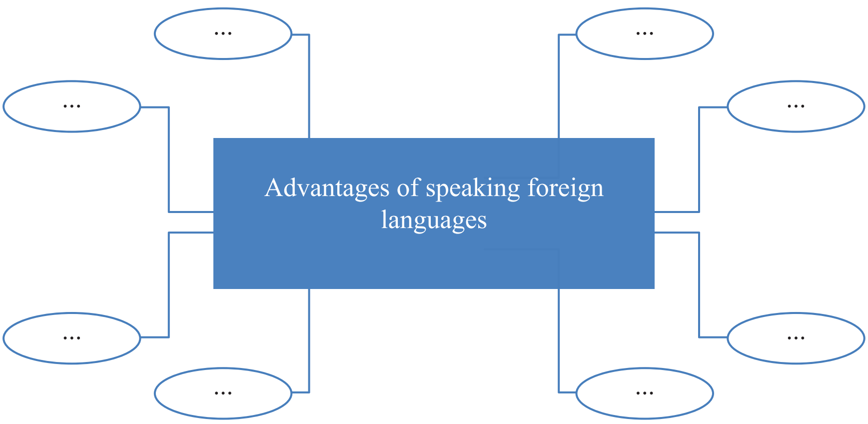
ˈ/pɒlɪglɒt/*noun*
a person who knows and is able to use several languages.
“Slovenians, being surrounded by many countries, are mostly polyglots”.

11b. Answer these questions.

1. Who is a monolingual speaker?
2. Are you a bilingual speaker?
3. Do you know any multilingual country?
4. Who is a linguist?
5. Who is a polyglot? Do you know anyone who speaks several languages?
6. What is your mother tongue?

12a. Listen to the interview and complete the spidergram.





12b. Write an advice using a writing tip and plan.

There are many advantages if you speak other languages.
First ....
Second ....
Third ....
Next ....
Also ....
Finally ....

13a. Read a magazine article and choose *a* or *b*. Timothy talks about … .

a. why he learned so many languages
b. how he learned foreign languages



Timothy Doner *is a Harvard student who can speak more than 20 languages. He spends much of his time attempting to perfect his linguistic skills in different neighborhoods of New York City and online.*

Timothy Doner, "The World's Youngest Hyperpolyglot" speaks 20 different languages. He began his language education at age thirteen. He became interested in the Middle East and started studying Hebrew on his own. He hooked on the Israeli funk group Hadag Nachash, and listened to their album every morning. At the end of a month, he had memorized about twenty of their songs by heart and hundreds of new words in Hebrew.

Then he decided to do experiment. He spent hours walking around New York City neighborhood, visiting Israeli cafes to eavesdrop on people's conversations. Sometimes, he got up the courage to introduce himself, rearranging all of the song lyrics in his head into new sentences. As it turned out, he decided to learn Arabic. He started every morning by reading news headlines with a dictionary and by talking to street vendors. After that it was Persian, then Russian, then Mandarin … and about fifteen others. On an average day, he'd Skype with friends in French and Turkish, listen to Hindi pop music for an hour and eat dinner with a Greek or Latin book on his lap.

As Timothy says: "If you speak another language, you can learn a lot of different things: memorizing verb charts, knowing the slang, even passing for a native." As he says "a language is about being able to converse with people, to see beyond cultural boundaries and find a shared humanity".

http://ideas.ted.com

13b. Read again and answer these questions.

1. Who is a hyperpolyglot?
2. What languages can Timothy speak?
3. When did he start learning a foreign language?
4. What was his first foreign language? Why did he choose to learn it?
5. How did he learn other languages?
6. What is the best method to speak other languages as he advises?

13c. Find the words from the text which mean:

1. (v) to talk to someone
2. (n) a trader in the street
3. (n) a person who speaks many different languages
4. (v) to listen secretly
5. (n) bravery
6. (n) an effort to complete a difficult task
7. (v) to addict to something

14a. Take an English Language Quiz.

1. Which of the 9 planets is not named after a god?
3. Which 3 words end with 'gry'?
4. How many words do you think there are in the English language?
   a) 70,000 b) 170,000 c) 500,000 d) 2 million+
5. The following English words come from other languages.
   Can you guess which language they are from?
   a) Tea b) Coffee d) Potato e) Shampoo
6. Approximately how many languages are spoken in the world?
   a) 7100 b) 6500 c) 6900 d) 2700 e) 3200
7. What percentage of the Internet is in English?
   a) 55% b) 69% c) 86% d) 92% e) 95%

http://www.world-english.org/ELquiz.htm

14b. Listen and check your answers.

15a. Interview 3 classmates to take a survey on learning a new language. Then complete the table below.

1. Are you interested in learning a second or third language?
   ☐ Yes ☐ No
2. What language would you like to learn at school?
   ----
3. Which language would you like to learn in the future?
   ☐ Arabic ☐ Hindi ☐ Italian
   ☐ French ☐ Japanese ☐ Russian
   ☐ German ☐ Korean ☐ Spanish
4. What is the best way to learn a new language?
   ☐ learning new vocabulary ☐ reading books
   ☐ listening to music ☐ learning grammar
   ☐ communicating with native speakers ☐ watching movies
5. Have you ever taken English language level test?
   ☐ Yes ☐ No
6. What personal qualities do you have to be an effective language learner?
   ☐ curiosity ☐ patience ☐ motivation ☐ self-esteem
   ☐ self-control ☐ interpersonal ☐ fond of languages ☐ consistency
7. What language skills would you like to improve?
   ☐ speaking ☐ listening ☐ writing ☐ grammar
   ☐ reading ☐ vocabulary ☐ pronunciation

	Student 1	Student 2	Student 3
Names			
Language of interest			
Best way to learn languages			
English level test taken			
Personal qualities			
Skills needed to improve			

15b. Write a brief report using the plan and present to the class.

Report

To: (Your teacher's name)
From: (Your name)
Subject: Survey on language learning
Date:

1. Purpose or Introduction: why did you take the survey, who participated in the survey
2. Write about survey results
3. Conclusion: summarise the main points
   Make a recommendation: what should be done in the future

A report on Survey Results

....

....

....

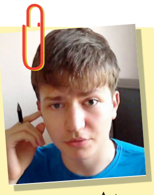
....

....

....

16a. Read and choose the best title from *a, b* or *c*.

a) Language learning stories
b) Language learning experiences c) Language learning tips



"I'm Yuriy Nikshych and I'm from Ukraine. To this day I'm fluent in Russian, Ukrainian and English, I used to be fluent in Greek. At present I'm learning Japanese. My first experience happened when I was 3 years old - to Greece. Since I was in the language environment, watched Greek cartoons, etc., I soon started speaking Greek. I started learning Japanese by listening to the Pimsleur audio course - it was amazing and allowed me to have a rudimentary conversational knowledge of Japanese within months.



Shanna Tan, Singapore
I learned Korean language so that I could watch Korean dramas. I took 2 beginner courses in the school and decided that I could self-study from then on. And so I did. I started spending hours every day, studying textbooks, guide-books and other online resources. Although I am self-studying, it is not a lonely journey. Throughout these 2 years, I have made so many friends from all over the world. Those who love the Korean pop culture, those who are learning the language and those who are learning other languages. I'm also deeply grateful to my Korean friends, most of them whom I have not met at all, who gave me so much support and help.



Philip Price
I have studied eight languages in my 37 years. Language learning has brought me love, a career, a home, and countless amazing experiences that I will treasure forever. Each language has its own aroma and flavor but you won't get this unless you dedicate some time to it. Also, studying languages is like practicing sports. More you practice it, sooner you will speak up.



First of all, my name is Moses Monweal McCormick and I'm originally from Akron, Ohio.
One of the enriching factors in learning languages for me is the open mindedness. I have gained some experience towards other cultures. Before getting into the different cultures, I like other people had bad preconceptions about them. Where I came from, I'd never heard anything very positive about other cultures. Different languages and cultures has broadened my horizons of the world.



I've been to many countries in Asia such as India, China, Korea, Japan etc. Throughout my language learning adventure, I have discovered that you should not be shy when learning a language, as you will discover so many amazing things if you just go out and talk to new people. I call it an adventure because it really is one: when it's all over, you will have discovered a whole new world.

Amy Burr, Netherlands

16b. Which language learning strategies worked for these people. Match the people to the strategies.

1. Amy Burr	a. talking to people
2. Moses Monweal	b. practicing a language
3. Philip Price	c. listening to audio
4. Shanna Tan	d. studying other cultures
5. Yuriy Nikshych	e. self-learning

17. Study the sentences and choose *a* or *b* in the explanations.

Since I was in the language environment, soon I started speaking Greek.
I learned Korean language so that I could watch Korean dramas.
I have discovered that you should not be shy when learning a language, as you will discover so many amazing things if you just go out and talk to new people.
I've been to many countries in Asia, such as India, China, Korea, Japan etc.

1. We use *as* or *since to refer to …*
   a. the reason for something　　b. the result of something
2. We use *so that …*
   a. to express a purpose　　b. to introduce examples of something
3. We use *such as …*
   a. to illustrate examples　　b. to express cause

18. Choose the correct answers

1. … I am a business person I need to make a contract.
   a. So that b. Since c. Such as
2. He speaks Russian fluently, … he was born in Moscow.
   a. as b. such as c. so that
3. He must learn English … he could get a better job.
   a. such as b. since c. so that
4. She has worked in several countries where English is spoken as a first language, … Australia, New Zealand, Canada and so on.
   a. as b. so that c. such as
5. A teacher turned up the music … everyone could hear it.
   a. so that b. as c. since
6. … she wanted to pass her exam, she decided to study well.
   a. since b. such as c. so that

19a. Listen and complete the interview. Then, say what Benny is talking about.



Reporter: This is BBC talk news. Today we have Irish 1) … Benny Lewis as our guest. Hello, Benny. Thanks for joining us.

Benny: Good afternoon.

Reporter: Benny, how many languages can you speak?

Benny: Well, so far 2) … languages.

Reporter: That's amazing. How come that you speak so many languages? What is the best way to learn a foreign language?

Benny: My answer is simple. First, 3) … a lot. How? Find good podcasts. Why? Because I've found that 4) … from day one is the best way to learn a language. 5) … give the opportunity to listen how people speak in your new language. As you listen, you'll learn correct 6) ... . Besides that good podcasts guide you on a journey in learning your new language.

Reporter: What are the advantages of language learning with podcasts?

Benny: Podcasts are great because you can learn on the go. You can 7) … language lessons from iTunes, then listen on your 8) … phone or tablet. With podcasts, you can learn while you're doing other things. Like driving to work, walking the dog, cleaning the house or making dinner.

Reporter: "Benny, what are the best language learning podcasts?"

Benny: Anytime I'm asked this question, I always recommend Innovative Languages podcasts. There are 9) … different languages available in the Innovative Podcasts series.

Reporter: What would you recommend for those who want to improve their English language fluency?

Benny: Well, there is a very good podcast site. 10) … 101.com. The fastest, easiest and fun way to learn English.

Reporter: Well, Benny, thanks again for your time and advice. I hope …

19b. Listen again and answer true (T) or false (F).

1. Benny is from Ireland. T F
2. He speaks 30 different languages. T F
3. The best way to learn a language is listening to people. T F
4. The best podcast for learning English is Innovative Languages podcast. T F
5. Podcast is an important language learning tool. T F
6. The best language learning podcast is Englishclass101.com. T F

20a. Read the advertisement and answer. Do learners have to pay for taking tests?

'PERFECT' ENGLISH LANGUAGE CENTRE



Do you want to improve your English language? Our center offers different level courses for secondary school students and adults. We can guarantee a higher quality of teaching and better results of learning.

You can take free level tests at our language center. According to your test scores you will be assigned to appropriate level class. We offer 6 levels:

- beginner
- pre-intermediate
- intermediate
- upper-intermediate
- advanced

Advantages:

- Comfortable learning environment
- Free textbooks and learning materials
- Experienced teachers
- Fun teaching techniques
- Great library
- Online laboratory to practice listening

Classes:

Morning classes: 9-11 AM
Afternoon classes: 1-3 PM
Evening classes: 4-6 PM
Contact:
Phone: 976-11-319232
Address: Peace Avenue 24, UBH Center, 3d floor

For detailed information please visit our website at: www.perfectenglish.mn

PerfectEnglish

20b. Read again and answer the questions.

1. Are there any courses for school children?
2. What are the advantages of this language centre?
3. How can you choose classes at this centre?
4. How many levels does the centre offer?
5. Where can you get more information about this centre?

21. Write a request letter to a language centre using the plan.

Opening remark	
Paragraph 1	Introduce yourself
Paragraph 2	Write your reasons why you chose this language center
Paragraph 3	Ask some information about timetable, course length and course fee.
Closing remark	

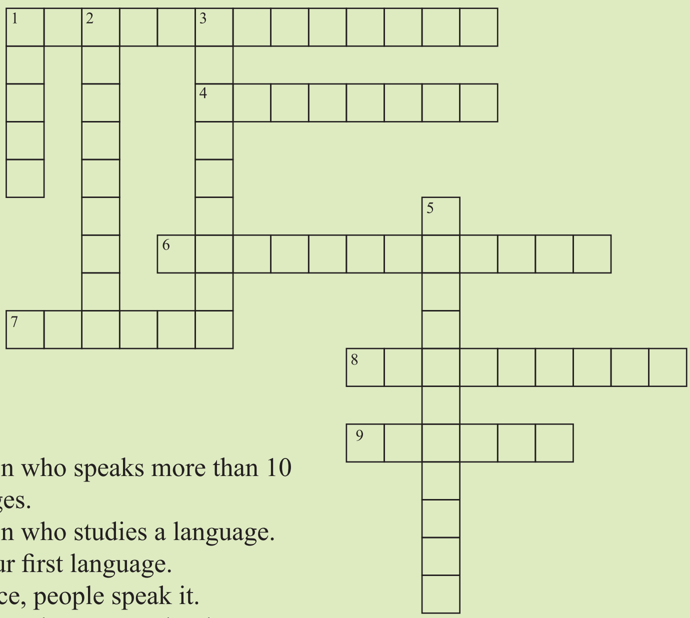
SELF-CHECK

VOCABULARY

1. Unjumble the letters to make a correct word.

1. dorven…………………
2. temptat………………
3. versecon……………
4. castpod………………
5. geualang………………..

2. Complete the crossword.



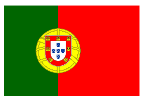
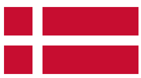
Across:

1. A person who speaks more than 10 languages.
4. A person who studies a language.
6. It is your first language.
7. In France, people speak it.
8. A person who can speak 2 languages.
9. If you go to Denmark you will hear ... .

Down:

1. The native language of India is … .
2. What language do people speak in Brazil?
3. A person who speaks several languages
5. A person who speaks only one language

3. Match the languages to the countries and their flags.

Language	Country	Flag
1. Greek	a. Australia	
2. English	b. China	
3. German	c. Spain	
4. Mandarin	d. Portugal	
5. Arabic	e. Denmark	
6. Spanish	f. Canada	
7. Portugal	g. Thailand	
8. French	h. Greece	
9. Japanese	i. Egypt	
10. Thai	j. Germany	

USE OF ENGLISH

4. Complete the sentences with *all (of)*, *both (of)* and *half (of)*.

1. I like … languages.
2. … students learn 2-3 foreign languages.
3. Have you written … the words?
4. I've read just … the book.
5. I practiced new words … an hour.
6. … of my books are in Russia.
7. We finished … the exercises.
8. … the parents are coming to the closing ceremony.
9. … his parents can speak Spanish.

5. Join two sentences with the conjunctions *since, as, so … that, such as*

1. She wanted to become a translator. She decided to study well.
2. Everyone knows this rule. There's no need to explain it.
3. She decided to join a speaking club. She could improve her speaking.
4. They caught a taxi. They could get on time.
5. I wrote down all new words. Teacher told us to memorize them.
6. This book is expensive. It's hard to find it these days.
7. There are some multilingual countries in the world. India, China and Slovenia are multilingual countries.
8. Irish polyglot Benny Louise can speak more than 30 languages. He speaks French, Spanish, Portuguese and etc.
9. I turned off the TV. I could concentrate on my homework.

LISTENING AND SPEAKING

6. Listen to Oyu. Is she talking about ...?
a) an English language learning experience or   b) learning new words

7. Listen again and make a list of strategies Oyu uses.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

8. In pairs, ask and answer the questions.



- Who speaks foreign languages in your family?
- What languages would you like to learn in the future? Why?
- How do you learn new words?
- What personal qualities a good language learner should have?
- What are the advantages of learning foreign languages?

9. Think of your learning English in class and out of class. Discuss how often do you do these things.

- speaking in English
- reading something in English
- watching a video or move in class
- listening and singing English songs
- using an English dictionary
- using computers in your English class
- working in pairs/ groups
- playing language games?

READING AND WRITING

10a. Read the text and choose the best title.

a) English language day b) Interesting facts about English

April 23 is UN English Language Day, a day set aside by UNESCO "to celebrate multilingualism and cultural diversity as well as to promote equal use of all six of its official working languages throughout the organisation."

Not coincidentally, it's also William Shakespeare's birthday. So, in honor of UN English Language Day and the Bard, here are some fun facts about the English language. Instead of only focusing on grammar and other theoretical aspects, don't forget to enjoy its more entertaining side. Continue reading to learn them and get ready to impress your friends with your newly gained knowledge!

Interesting Facts about English



- Over 840 million people speak English as a first or second language, which makes it the second most-spoken language right after Mandarin.
- It is an official language of 67 countries.
- "I am" is the shortest complete sentence in the English language.
- A pangram sentence is one that contains every letter in the language. "The quick brown fox jumps over the lazy dog" is a pangram.
- E' is the most commonly used letter in the English language.
- The most difficult tongue twister in the English language is "Sixth sick sheik's sixth sheep's sick". Why not try it out on your friends and see if any of them can say it without making a mistake?
- Over 80% of the information stored on computers worldwide is in English.

10b. Read again and answer true (T) or false (F).

1. A pangram is a sentence that involves all English letters. T F
2. English is number one most spoken language in the world. T F
3. English is the only official language of UN. T F
4. Shakespeare was born on April 23. T F
5. An English day was set by UN in order to celebrate Shakespeare's day. T F

11. Do you celebrate an English Language Day? Write a paragraph about what happens this day.

How well can you do these things? Tick (√) the columns.

I can …	Very well	Well	Not well
use words related to language learning			
use determiners in sentences			
use conjunctions to join sentences			
talk about others' and own language learning experience			
listen and understand a monologue, dialogues and an interview			
read and understand main and specific information in texts			
write a letter of advice and a brief report			



School days

Unit 3. WAYS OF LEARNING

LEARNING OBJECTIVES

Listening

L7 Begin to recognise typical features at word, sentence and text level
L2 Understand the most specific information in a talk about learning styles
L3 Understand the main points of an argument in a talk about using modern technology
L5 Recognise the opinion of the speaker(s) from a talk about problems that happen around us

Speaking

S6 Link comments with others while working on a task
S3 Give an opinion on the learning experience of students
S7 Interact with others while doing class survey
S5 Summarise what others have said about their learning style
S1 Use formal and informal registers while doing a mini project
S8 Use appropriate subject-specific vocabulary and structures to talk about their favourite book

Reading

R3 Read fiction and non-fiction texts about learning styles
R2 Understand specific information in texts about successful people and their learning
R7 Recognise the attitude or opinion of the writer from the interview with a well-known writer
R6 Deduce meaning from context about an admission interview

Writing

W4 Develop coherent arguments when writing a paragraph
W8 Punctuate a range of written work with accuracy from the text
W2 Write about factual experiences about their reading book
W3 Write about personal feelings and opinions

Use of English

UE11 Use the direct and indirect speech and some introductory words: *say, ask, tell*
UE17 Use a growing range of zero and first conditional clauses

1a. In pairs, discuss the following questions

1. Do you use your hands when you talk to someone?
2. Do you move around while you are listening or talking?
3. Do you prefer reading a text or looking at a picture when learning something new?
4. Are you good at reading a map?
5. Do you like group discussions?
6. What is the best way to learn something new?
7. Is it better for you to learn by doing physical activities or solving problems using only your brain?
8. How do you learn new things?

1b. In groups, describe these pictures. What are the students doing?









2a. Match the words to their meanings

1. information	a. drawings that show how sets of measurements are related to each other
2. links	b. talking or writing about something, especially in order to solve a problem or resolve a question.
3. hands-on activities	c. particular qualities that make someone or something successful and effective
4. graphs	d. experience that you get by doing something
5. discussion	e. facts of details about a situation, a person or an event
6. strengths	f. faults or bad points in someone's body, character or knowledge
7. weaknesses	g. relationships between things, people, or ideas

2b. Listen, check and repeat.

3a. Read the article and choose the best title.

a. Activities people do

b. Ways people learn



We gather information in different ways and from all around us: seeing, hearing and doing. Our brains process that information, organize it and make links to things we already know. This process can also go in different ways: Do we think in pictures? Do we think in words? Do we think in concept or details? Some people are better at understanding something than others. For some people it is easy to understand and use musical instruments, but it is quite difficult for them to play basketball. These differences are a result of learning styles that people have. Here are three learning styles:



Kinaesthetic: These learners like to be active and learn well by doing physical activities. They learn best through hands-on activities and movement. The characteristics of kinaesthetic learners are to want to actually do whatever is being talked about or learned; to like to move around while listening or talking; often to 'talk' with their hands; to like to touch things in order to learn about them; and to remember events by recalling who did what rather than who said what. They also enjoy making things, working with physical objects, and acting out or role playing.

Visual: These people prefer to use pictures, images, diagrams, colours, and mind maps. They learn through matching. For their learning to make sense they need to be able to see, visualize and illustrate their knowledge and skills. Visual learning characteristics include remembering visual details; referring to see what they are learning; needing to have paper and pens handy; doodling while listening; preferring to write down instructions or to see them demonstrated. They are good at art, map reading, drawing graphs, or finding the way out of mazes. Telling these learners how to do something may not make sense at all – they need to see it.





Auditory: These people learn through listening to what others have to say and talking about they are learning. They are also more likely to remember information by talking aloud; need to have things explained orally; may have trouble with written instructions; talk to them while learning something new; and enjoy discussion groups over working alone. Auditory learners are good at storytelling and they solve problems by talking them through. They pay attention when you talk to them, and their listening skills are more developed than their visual skills.

For more successful learning we need to know our learning style. If we know what our strengths are, we can develop strategies to balance our weaknesses.

3b. Read again and answer. Fact (F) or Opinion (O)? Explain your choice.

1. Our brains make links to things we already know. F O
2. Some people are better at understanding something than others. F O
3. Kinaesthetic learners learn well by doing physical activities. F O
4. Kinaesthetic learners only move around while listening or talking. F O
5. Visual people learn through matching. F O
6. Auditory learners are good at storytelling. F O
7. Listening skills of auditory learners are more developed than their visuals. F O
8. For more successful learning we need to know our learning style. F O

4a. Do the quiz and identify your own learning style.



For these questions, choose the first answer that comes to mind and circle *a, b* or *c* to answer each question.

1. What's the best way for you to study for a test?
   a) read books b) ask someone questions c) make index cards
2. When you listen to music, what are you most likely to do?
   a) picture the video b) sing along c) tap your foot
3. When you work at solving a problem, what do you do?
   a) make a list b) talk to friends c) think of all the steps in your mind
4. What kind of book would you like to read for fun?
   a) one with lots of pictures b) one with a lot of words
   c) one with crosswords and puzzles
5. What's the best way for you to learn about how something works (like a computer)?
   a) watch a movie about it b) listen to someone explain it
   c) try to figure it out for yourself
6. You have just entered a science museum, what will you do first?
   a) look around b) talk to a museum guide
   c) go into the first exhibit that looks interesting
7. What kind of restaurant would you rather not to go to?
   a) one with the lights too bright b) one with the music too loud
   c) one with uncomfortable chairs
8. What are you most likely to do when you are happy?
   a) smile from ear to ear b) shout with joy c) jump for joy
9. If you were at a party, what would you be most likely to remember the next day?
   a) the faces of the people there b) the names c) the things you did
10. What do you like to do to relax?
   a) read b) listen to music c) exercise (walk, run, play sports, etc.)

Total: a. _________ **b.** _________ **c.** ________

Answers:

If you scored mostly a's you may have a visual learning style: you learn by seeing and looking.

If you scored mostly b's, you may have an auditory learning style: you learn by hearing and listening.

If you had mostly c's, you may have a kinaesthetic learning style: you learn by touching and doing.

4b. In groups, discuss the results of the quiz and find out how many students have the same learning style as you.

Example

What kind of a learner are you?
What are the best ways of learning for you?
What kind of activities do you prefer to do?
Who has the same learning style as you?

5a. Listen to the dialogue and answer. What are they talking about?

5b. Listen again and complete the sentences

Visual learners: …
Auditory learners: …
Kinaesthetic learners: …

6a. Study the sentences and choose *a* or *b* in the explanations.

The teacher said that he had decided to talk a little more about the previous project work.
He told us that classroom discussion was the best way for auditory learners.
He said to me that tone of voice and speed was important for visual learners.

1. We use *say* and *tell* to report … to another person.
   a. someone's question b. someone's sentence
2. *Say* can be used … an object pronoun.
   a. with b. without
3. *Tell* is used … an object pronoun.
   a. with b. without
4. When we use *say* with an object pronoun, it … the preposition *to*
   a. is always followed by b. isn't always followed by

6b. Compete the sentences with *tell* or *say* in the correct tense.

Example

Kate told Dave that she could play a musical instrument when she was a child.

1. Kate … Dave that she could play a piano when she was a child.
2. He … that he had never met such a kind of person.
3. Nick … to me that some people understood new information well when they were making a map of logical connections.
4. She … me that kinaesthetic learners learned better by doing various physical activities.
5. Tom … that he developed his thinking skill by solving mathematical puzzles.
6. I … him that visual learners remembered words better when they visualized them.
7. They … to me to work with other people for understanding each other better.

7. Work in groups. Ask others "What kind of learner are you?" Report to the class.

Example

A: What kind of learner are you?
B: I am a kinaesthetic learner.
A: Tuya said that she was a kinaesthetic learner.

8a. Read the article and choose the most suitable heading from the list (A-D) below.

A. Taking risks
B. Having clear goals and plan everything
C. Reading a lot
D. Working hard

Learning From Successful People

Winston Churchill said that success is an ability to go from fault to fault without losing your ambition. Many people who want to be successful think that success happens accidently. The truth is that being successful is not imaginary if you can learn what other successful people do.

Successful people all have similar traits and patterns. Here are some of the habits that have helped highly successful people to achieve their goals:

1 ☐ *"I have always believed that if you put in the work, results will come." – Michael Jordan*



To be successful you have to forget about those empty 'get-rich-quick' stories. You have to focus on what will truly make you successful, and that is hard work. You have to spend your time more practicing before you achieve success.

2 ☐



"If you can dream it, you can do it. Always remember that this whole thing was started with a dream and a mouse." – Walt Disney

Famous people keep a journal to keep track of their progress towards their goals. They know where they want to be and they focus on this. You have to have a strategy how to reach your goal.

3 ☐

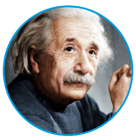
"I've learned that it doesn't matter how many times you failed. You only have to be right once. I made mistakes lots of times, and I learned from them all." – Mark Cuban



Successful people don't keep their ideas only as dreams. Instead they risk their success to make it works. They don't mind this because they know that they will get experience in the process. They also know that it is possible to fail while moving forward. They think that acting hard doesn't take any risks at all.

4 ☐

"A man who reads too much and uses his own brain too little falls into lazy habits of thinking." – Albert Einstein



Every person doesn't read a lot as a leader, but every leader is a reader. You can't really reach your goals if you do not learn or take the time to study. Successful people read a lot and extend their knowledge through this habit. They also know the importance of acquiring knowledge through learning about the experiences of others.

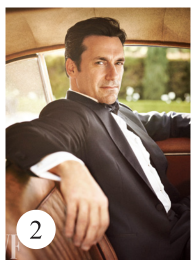
8b. In pairs, read again and tell each other what these successful people say about reaching their goals.

Names	Information
…	…

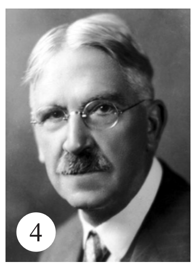
9. In groups, discuss the following quotes. Do you agree or disagree with these statements? Why or why not?

1. I thought that words and books and pens were more powerful than guns. – Malala Yousafzai
2. "Don't be afraid to fail. It's not the end of the world, and in many ways, it's the first step toward learning something and getting better at it." - Jon Hamm
3. "Work hard, be patient, and be a sponge while learning your business." - Simon Cowell
4. "Education is not preparation for life; education is life itself." - John Dewey









10. Imagine that you are a famous person. Write a short paragraph about how you achieve your goals.

- The most important thing to do first
- How to relate your goal to your learning style
- How to work to achieve your goal
- The best quote for you

11a. Read John's report of the interview and answer. What does he think about Joanna's writing?

Last week I met the well-known writer, Joanna Turner. While I was interviewing Joanna, I asked her why she had written another detective story. She said that she found detective stories are interesting to write. I told her that I was interested in the character of Susan in the book "Three sisters", and I asked if she knew anyone like that in real life. Joanna laughed and said that fortunately, she didn't know anybody like that. Then I asked how many stories she had written so far. She told me that she had started writing detective stories 20 years ago and had already written about 15. She added that she would probably continue to write detective stories even when she was really old. Finally, I asked her what she did when she wasn't working. She said that when she wasn't working she went for long walks with her dog and sometimes did extreme sports like skydiving and bungee jumping. I thanked her for talking to me, and I can't wait for her new book.

11b. Read again and answer true (T), false (F) or doesn't say (DS)

1.	Joanna Turner is a famous writer in the world.	T	F	DS
2.	She had written another detective story.	T	F	DS
3.	She has been writing detective stories for 20 years.	T	F	DS
4.	She has written only 15 stories.	T	F	DS
5.	She wants to write another style of story.	T	F	DS
6.	When she isn't working, she only walks her dog.	T	F	DS

12a. Study the sentences and choose *a* or *b* in the explanations.

She said that she found detective stories interesting to write.
She said that she didn't know anybody like that in real life.
She told me that she had started writing detective stories 20 years ago.

1. We use reported speech when we want to tell someone what another person …
   a. said b. asked c. said or asked
2. In reported speech verbs … one tense back.
   a. don't move b. often move

12b. Read the interview. Copy and complete the report of what Joanna said.

John: Hello again. Have you finished the book you were writing last time we met?

Joanna: Yes, I finished that book last week. I've started another one now. I'm writing a love story. I'll finish it soon. I write a little every day.

Report

Joanna told John she had finished ....
She said ....
She told him ...
She ...
She ...

13. Read the paragraph and punctuate it.

We shouldn't get extra homework because when we get extra homework it is hard to complete the projects or worksheets that we don't finish in school a teacher can carefully cater to students' learning styles by giving them short steps and then having them repeat those steps themselves multiple times before moving on the teacher said most of us are kinaesthetic learners I think we are getting enough work to do with our body we go to school to study and learn new stuff for about 6 hours each day then we go home and we try to rest but there is one big obstacle homework I think we study enough so we shouldn't get extra homework

14a. Match the words with the pictures.

1. a presentation
2. a template
3. a slide
4. PowerPoint
5. a presenter

1	2	3	4	5
e				

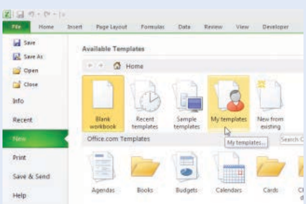
a.



b.



c.



d.



e.



14b. Complete the sentences using the words below.

PowerPoint   *presentation*   *filter*   *theme*   *slideshow*   *select*

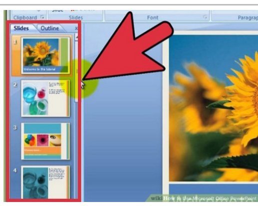
1. A ______________ presentation can help you communicate an idea to an audience.
2. A template is a ________ with a preloaded background that is designed for specific presentations.
3. A _______ is a slideshow with a preloaded background that can be used for general presentations.
4. When you want to view your _________ as a series of slides, click on the "Slide Show" tab and then click on "From Beginning" (top left).
5. To ________ through your slides, click the left and right arrows on your keypad to go back and forward, respectively.
6. Depending on your version, a blank presentation may open automatically, or you may need to ______ the option for a custom presentation.

15a. Listen to the ICT lecture and answer. Is it about a PowerPoint programme or how to create a PowerPoint presentation?



15b. Listen again and put the pictures in order.

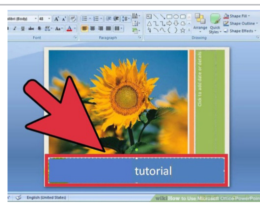
1.



2.



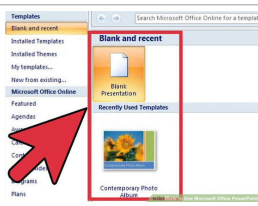
3.



4.



5.



16a. Study the sentences and choose *a* or *b* in the explanations.

If you start a new PowerPoint file, this creates a blank presentation or a template.
If you click Ctrl button with 'M', this creates a new slide.

1. We use zero conditional sentences to express that … .
   a. something is always true. b. something is not true.
2. A zero conditional sentence is formed of … structure.
   a. *if* + present simple and present simple
   b. *if* + present simple and past simple

16b. Put the verbs in brackets into the correct form.

1. If you … (wish) to use a template, you … (click) on the "Sample templates" box.
2. If you … (not find) the kind of template, you … (need) to choose a theme.
3. If you … (wish) to use a theme, … (click) on the "Themes" box in the "New" tab.
4. If you … (want) a title page for your presentation, you … (use) the default title page template provided by PowerPoint.
5. If you … (want) to change the format of the slide, you … (pick) from among the options in the "Slide Layout" toolbar.



17. In groups, make a short presentation about a famous person who is talking about his/her learning style on the PowerPoint programme. Then present it to the class. Follow the questions below.

- Who is he/she?
- What kind of a learner is he/she?
- How does his/her goal relate to his/her learning style?
- How does he/she work to reach his/her goal?

18a. In pairs, ask and answer these questions.

- Have you ever been interviewed?
- What types of questions would you expect to answer?

18b. Write a report of your partner's answers.

My partner said …
He/she told me …

19a. Read the information and answer a or b. What is an admission interview? It is …

a. **a part of an application process**

b. **a report of your grades and test scores**



Getting an admission interview is an important step to win acceptance to the graduate programme you want. For many students, the interview is a part of the application process.

The interview is your chance to tell a school more about you. Your grades and test scores have a limited information. You might also be asked questions that describe your personality and achievements best.

19b. Choose the odd word from each list and explain why.

1. an application, important, an interview, an admission, a graduate programme
2. personality, achievements, test scores, a school, grades
3. to win, to describe, questions, to tell, to ask
4. acceptance, a chance, a step, a programme, an interview

20a. Listen and choose *a, b,* or *c*. What does Badral want to be?

a. **An engineer**

b. **A technician**

c. **A software programmer**



20b. Listen again and answer true (T) or false (F).

1.	Badral wants to be a software engineer.	T	F
2.	He is good at designing and modelling.	T	F
3.	He isn’t active and serious.	T	F
4.	In his free time, Badral plays the piano.	T	F
5.	If Badral is accepted to a university, he will join a club.	T	F
6.	Badral thinks he will change the world.	T	F

21a. Study the sentences and choose *a* or *b* in the explanations.

If I am accepted to a university, I will join a students' club.
If he passes his final exam, he will become a lawyer.

1. We use the first conditional to talk about … situations in the future and their probable results.
   a. imaginary b. real
2. In the first conditional, we use the … in the if clause.
   a. present simple b. future simple
3. It is … to change the order of clauses in a conditional sentence.
   a. possible b. not possible

21b. Choose the correct verb form for each sentence.

1. If you *(apply / will apply)* to a university in the USA, you *(take / will take)* the TOEFL test.
2. If he *(passes / will pass)* his final exam, he *(become / will become)* a lawyer.
3. If he *(enters / will enter)* his college, he *(is / will be)* busy.
4. Badral *(joins / will join)* a students' club if he *(goes / will go)* to university.
5. It someone *(isn't / won't be)* active, he or she *(fails / will fail)* in an interview.
6. What *(do / will)* you do in your free time if you *(go / will go)* to university,?

22a. In pairs, discuss the situations.

1. If you go abroad to study, what will be the first thing that you do in the new country?
2. If you go to university, what will you study?
3. What will you do if you wake up at 4am tomorrow morning?
4. What will you wear when you have your university interview?

22b. In small groups, make a list of possible interview questions.



Example

If you come to our university, what special contribution will you make?

SELF-CHECK

VOCABULARY

1. Classify the activities in the correct group.

- be active
- learn well by doing physical activities
- do hands-on activities
- see, visualize and illustrate their knowledge and skills
- have paper and pens handy
- doodle while listening
- write down instructions or see them demonstrated
- learn through listening
- remember information by talking aloud
- have things explained orally
- move around while listening or talking
- 'talk' with their hands
- touch things in order to learn about them
- remember event by recalling
- act out or role play
- use pictures, images and diagrams
- learn through matching
- talk to themselves while learning something new
- work in discussion groups
- solve problems by talking to someone

Kinaesthetic learners like to …

Visual learners like to …

Auditory learners like to …

2. Read the sentences and unjumble the letters to make a word.

1. When you start a new PowerPoint file, you can create a _ _ _ _ _ _ _ _. EEPLATMT
2. Then create your _ _ _ _ _ slide. ELITT
3. Add new slides for _ _ _ _ _ _ _ . TCNONTE
4. Navigate your _ _ _ _ _ _ _ _ _ _ _ _ . SREENPTATION
5. _ _ _ _ _ _ _ your presentation. WPREIEV

USE OF ENGLISH

3. Rewrite the following sentences in reported speech.

1. My doctor said, "Giving up a bad habit is very important."
2. Mr Roberts said, "My research focus is on human learning and memory."
3. The researchers said, "We concluded that learning-styles-based instruction requires experimentation."
4. Cathy Moore said, "Well-intentioned people have popularized learning styles."

4. Match the beginnings of the sentences to their endings.

1. If he loses his job,
2. If I go abroad to study,
3. If I apply to a university,
4. If you fill in an application form,
5. Will you help him
6. If you work hard,
7. If you like to be active,
8. If you prefer to use picture when you learn something,
9. If he likes to learn through listening
10. If we know what our strengths are

a. he is an auditory man.
b. we can develop strategies to balance our weaknesses.
c. if you recognize him?
d. you will be a successful man.
e. I won't miss the deadline.
f. you must include the correct information.
g. you are a visual learner.
h. you are a kinaesthetic person.
i. he will have less money.
j. I will go to Australia.

LISTENING AND SPEAKING

5a. Listen to the interview and answer the question. What's the main idea of it?

a. Personal information **b. Academic achievements**



5b. Listen again and complete the chart about Alex.

Future job	… …
Personal qualities	… …
School activities	… …
Favourite subjects	… …
Goals	

6. In small groups, talk about Alex's personality.

Example

I think, Alex is an active boy because he is a member of a students' council.

READING AND WRITING

7a. Read the article and answer. What can Ben's grandfather do now that he couldn't do before?

Never too late to learn

My grandpa's name is David. He is retired but he used to be a history teacher. When he came to visit, he criticized us for using the computer too much and wasting time.

When my grandpa was 70 he bought a computer for the first time. Of course, he had no idea how to use it and didn't even know how to open and delete a file. He couldn't type very fast and he didn't have a clue about how to use the Internet. So he decided to take a course and after a few lessons he was able to browse the Internet and search for things he needed, send e-mails and even create his own website to advertise books he had written on his web page. We were proud of him because he was really good at using the computer and he learnt quickly. Even his friends realized that he was the best in the class and started asking him for help. So he decided to run a course for his friends and for people who wanted to improve their computer skills. Now he is working harder than ever before because he also writes textbooks and gives lectures to those who are interested in using computer effectively. He can't imagine his life without a computer and he never criticises us anymore!

7b. Read the article again and answer the questions.

1. What was David's job?
2. How did he use to feel when his grandchildren used the computer?
3. What could he do on the computer when he first bought it?
4. How did he learn to use the computer?
5. How does he use his computer skill now?

8. Write about yourself. How well can you use a computer?

1. How old were you when you first used a computer?
2. How good are you at searching for information on the Internet?
3. Do you know how to download software or music from the Internet?
4. Can you imagine your life without a computer? Why/Why not?

How well can you do these things? Tick (√) the columns.

I can …	Very well	Well	Not well
use words related to learning			
talk about learning styles			
read and understand factual information about learning			
listen and understand information about learning			
write about learning			



Human doings

Unit 4. PERSONAL IDENTITY

LEARNING OBJECTIVES

Listening

L1 Understand the main points in a talk on relationships between family members, relatives and friends

L2 Understand the most specific information from the dialogue about relationships between family members, relatives and friends

L4 Understand main points of the implied meaning in a talk on relatives

L5 Recognise the opinion of the speakers on one's identities and personalities

Speaking

S2 Ask questions to clarify about family members, and friends' as well as their identities

S3 Give an opinion about one's personalities

S7 Interact with others talking about changes for personal identities between secondary school and high school

S6 Link comments with some flexibility to what others say about their best qualities

Reading

R1 Understand the main points in texts about genealogical trees and personal identities

R2 Understand specific information about links between appearance and personality

R5 Recognise factual writing about the relation between appearance and personality

R7 Recognise the opinion of the writer on birth sign

Writing

W1 Brainstorm, plan and draft a composition about describing personality and appearance changes between secondary school and high school

W3 Write with support about bad and good qualities depending on a birth sign

W6 Use a given format for the composition

Use of English

UE5 Use a range of tag questions using a range of simple tenses

UE 7 Use a range of simple perfect form

UE8 Use a range of present simple and adverbs of frequency including *occasionally* and *rarely*

1a. In pairs, match the words with their definitions.

1. An ancestor is …	a. a drawing that shows the names of all family members over generations and how they are related to each other.
2. A family is …	b. a person connected to you by blood or marriage.
3. A cousin is …	c. a brother who is the son of either your mother or father
4. A couple is …	d. a brother or sister of the same parents.
5. A nephew is …	e. the man who married to your mother but is not your father.
6. A stepfather is …	f. the child of your uncle or aunt.
7. A relative is …	g. a group of people who are related by blood or marriage.
8. A sibling is …	h. two people who are married or having a romantic relationship.
9. A family tree is …	i. a person who was in someone's family in the past
10. A half-brother is …	j. the son of your brother or sister.

1b. Read the questions and choose the best answers.

1. What do you call the man who married to your mother?
   a. Stepmother b. Stepfather c. Nephew
2. What do you call the group of people who are related by blood or marriage?
   a. Relative b. Sibling c. Family
3. What do you call the person who was in someone's family in the past?
   a. Family tree b. Grandparents c. Ancestor
4. What do you call the son of your brother or sister?
   a. Nephew b. Niece c. Sibling
5. What do you call the children who have the same parents?
   a. Siblings b. Relatives c. Nieces
6. What do you call the person related to you by blood or marriage?
   a. Family b. Relative c. Aunt
7. What do you call a diagram that shows how family members related to each other?
   b. Relative b. Ancestor c. Family tree
8. What do you call the people who are married?
   a. Ancestor b. Nephew c. Couple
9. What do you call the son of your stepmother or stepfather?
   a. Nephew b. Half-brother c. Sibling
10. What do you call the child of your aunt or uncle?
   a. Nephew b. Cousin c. Sibling

2a. Read the text and answer. Is it about …?

a. collecting information for a family tree   b. a family life



Families have their own history. This history is shown in a family tree generation by generation. A family tree gives valuable knowledge to all members of the family. It allows you to learn about family history including cultural traditions, family pride, and values. It is interesting to know about great grandparents and members of the family who were in the past and are in the present, but some of the family members never meet each other.

Mongolians have a long tradition to create their family tree. However, some families have just started to do this. If your family wants to have your tree, you need to collect necessary information about your ancestors; common family names, places and dates of significant events like a birth, marriage, death etc. It can be difficult if you have not enough source of information. In this case, you can find out necessary data from people who might know about your ancestors.

Nowadays a digital technology helps to get online databases and immediately obtain the information you need. Also you can go to the National Archive that has your family members' civil records.

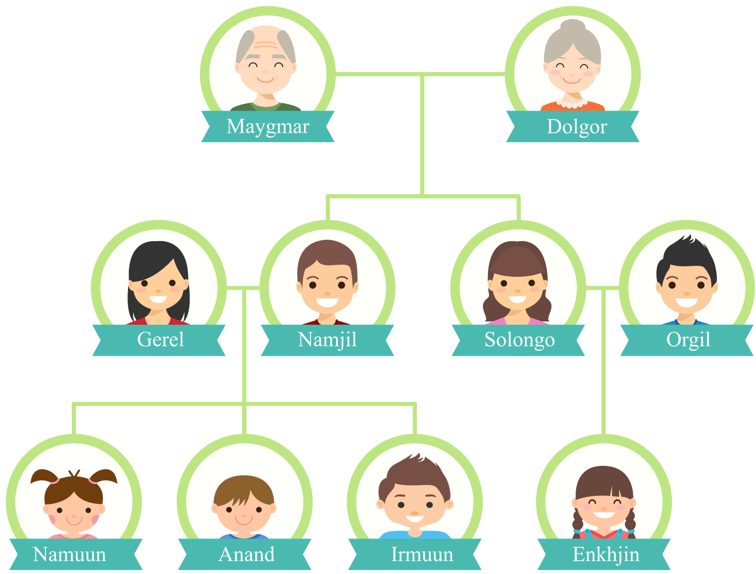
Understanding the family tree brings you a lot of benefits. You will know who your ancestors were, where they lived, what they did and what personal traits they had. It can be a great chance to get to know about family history and what kind of influence it had on your life.

2b. Read the text again and choose the best answers.

1. What should you do when you need help in creating a family tree?
   a. Collecting old photos
   b. Talking to relatives
   c. Meeting people who might know your ancestors
2. What key information is needed to create a family tree?
   a. Names, dates and places
   b. Names, dates and photos
   c. Full names and dates of birth
3. What is the advantage of creating a family tree?
   a. To learn about family history
   b. To memorise the names of all family members
   c. To organise family members
4. What makes creating a family tree easier and faster to do?
   a. Meeting old relatives
   b. Online databases
   c. Civil records

5. What is the advantage of knowing about your family tree?
   a. To know uncles and aunts
   b. To find out your ancestors' origin, family traditions and values
   c. To help your grandparents

3. Look at Anand's family tree and answer the questions.



1. How many grandchildren have Anand's grandparents got?
2. How many cousins has Anand got?
3. How many siblings has he got?
4. What's his aunt's name?
5. Who is Solongo's niece?
6. Who is Enkhjin's uncle?
7. How many nieces and nephews has Solongo got?
8. Who is the only child in the family?

4a. Create your own family tree in your notebook. Use Anand's family tree as a model.

4b. In pairs, compare your family trees.

4c. Report to the class.

Example

I have a big family. I can name 4 generations from my ancestors. My great grandfather's name was ... .

5a. Listen to the short dialogue and identify who they are talking about.
a. Their families and relatives b. Their ancestors

5b. Listen to the dialogue again and write the correct names in the spaces.

1. … has a big family.
2. … is the only child in the family.
3. … has four siblings.
4. …' two cousins live nearby him.
5. …' cousins live in different aimags.
6. … meets his cousins very often.
7. …' cousin is participating in the Math Contest in May.
8. … sometimes argues about trivial things and quarrels with his siblings.

6a. Study the sentences and choose *a* or *b* in the explanations.

You have already met your cousins, haven't you?
You aren't the youngest child in your family, are you?
He lives with his uncle and aunt here, doesn't he?
They didn't meet Naran's grandparents, did they?

1. A positive statement is followed by … .
   a. a positive question tag
   b. a negative question tag

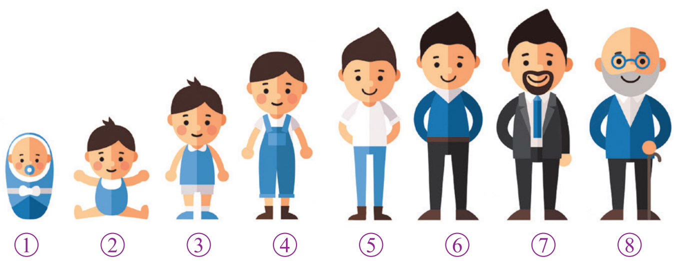
2. A negative statement is followed by … .
   a. a positive question tag
   b. a negative question tag

6b. Fill in the blanks with the correct question tags.

1. Your ancestors are not from Australia, …?
2. Saran has got 4 nephews and 2 nieces, …?
3. Don't argue with each other, …?
4. Bayaraa's relatives have family gathering every summer, …?
5. They didn't meet their grandparents last year, …?
6. You will bring your siblings to the party, …?
7. Her great grandparents came from Europe, …?
8. I am the only child in the family, …?
9. He hasn't seen his great grandparents, …?
10. I am not playing. I have 10 siblings, …?
11. This is your family photo, …?

7. Match the pictures to the human life timeline.

a. toddler b. school-ager c. young adult d. teenager e. infant
f. middle-age adult g. pre-schooler h. older adult



1. 0-18 mns ☐
2. 18 mns-3 yrs ☐
3. 3-6 yrs ☐
4. 6-12 yrs ☐
5. 12-18 yrs ☐
6. 19-40 yrs ☐
7. 40-65 yrs ☐
8. 65 + yrs ☐

8. Read the poem and practice it. Choose a title. a) You are you b) You are a youth

. . .

The important thing about you is that you are you
It is true that you were a baby,
And you grew; you were a child,
And now you are a youth.
You will grow,
Into a man
Into a woman and into a responsible citizen
But the most important thing about you is that
You are you.

9a. Read your horoscope and answer. Do you agree with your sign description?



Aries (21st March-20th April)
You are energetic, warm, and generous. People think you look bossy. In fact, you are powerful. You are optimistic.



Taurus (21st April-20th May)
You are hardworking, calm, and friendly. Sometimes you look bored. You are a good manager who solves problems with no delay. People often say you get angry easily.



Gemini (21st May-20th June)
You are interested in books and people. You are clever. People think you are an outgoing person but in fact you are not.



Cancer (21st June-20th July)
You always look happy. You are interested in history. You are independent, but people think you look like a child.



Leo (21st July-20th August)
You are proud, generous bossy and sometimes untidy. You are independent, but people think you look like a child.



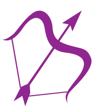
Virgo (22nd August-22nd September)
You are practical, punctual, and hardworking. You look worried about everything. Sometimes people don't understand you well.



Libra (21st September -22nd October)
You are friendly, energetic and polite. Sometimes you are lazy and unable to make decisions.



Scorpio (23rd October-22nd November)
You are brave and powerful. You have good imagination. Sometimes you are violent and possessive.



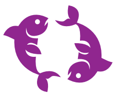
Sagittarius (23rd November-20th December)
You are cheerful and interested in sports and travel. You are talkative and childish.



Capricorn (21st December-19th January)
You are polite, serious, sociable but shy. People think you look cold. You are not open minded.



Aquarius (20th January -19th February)
You are brilliant. You want to change things. You look unstable, sometimes selfish.



Pisces (20th February -19th March)
You are emotional, kind and musical. You are romantic and interested in yourself. Sometimes you are pessimistic.

9b. Read all the signs again and answer true (T) or false (F).

1.	Aries are bossy people.	T	F
2.	People born under Taurus are boring.	T	F
3.	If you are Gemini, you are an outgoing person.	T	F
4.	People born under the sign of Cancer are shy.	T	F
5.	All Leos are mean.	T	F
6.	Virgo people work a lot.	T	F
7.	All Libra people are lazy.	T	F
8.	Scorpio are people with good imagination.	T	F
9.	People, who are Sagittarius, like sports.	T	F
10.	If you are Capricorn you are sometimes sociable.	T	F
11.	Aquarius are people who like to change things.	T	F
12.	Pisces are always pessimistic.	T	F

10a. Study the sentences and choose *yes* or *no* in the explanations.

1. People think you look bossy.
2. You are bossy.

In the first sentence, is it definite that you look bossy?	YES	NO
In the second sentence, is it definite that you are bossy?	YES	NO

10b. Complete the sentences with *look* or *be*.

1. He … generous. He always helps poor families.
2. She … cold and unfriendly. In fact, she is really kind.
3. My sisters …sociable. Actually, they are quiet.
4. My uncle … hardworking. He grows many vegetables in their yard.
5. Most of us think she …miserable today but teacher says he looks cheerful.

11. Read the words and classify.

Independent	pessimistic	talkative	imaginative	cautious
dominant	charming	childish	decisive	bad tempered
self-confident	outgoing	open minded	adventurous	lazy
bossy	untidy	unstable	optimistic	
energetic	punctual	ambitious	nervous	

Positive	Negative
....	....

12. Answer the survey questions and fill in the gaps.

Would you like to be a leader?



1. Can you make decisions on your own?
   Yes/No. For example.....................
   ....
   ....



2. Can you keep confidence in difficult situations?
   Yes/No. For example.....................
   ....
   ....



3. Are you good at negotiating?
   Yes/No. For example.....................
   ....
   ....



4. Do you like working with others?
   Yes/No. For example.....................
   ....
   ....



5. Can you do a lot of things at the same time?
   Yes/No. For example.....................
   ....
   ....



6. Do you always follow the rules?
   Yes/No. For example.....................
   ....
   ....





7. Are you good at making choices?
   Yes/No. For example....................
   ....
   ....

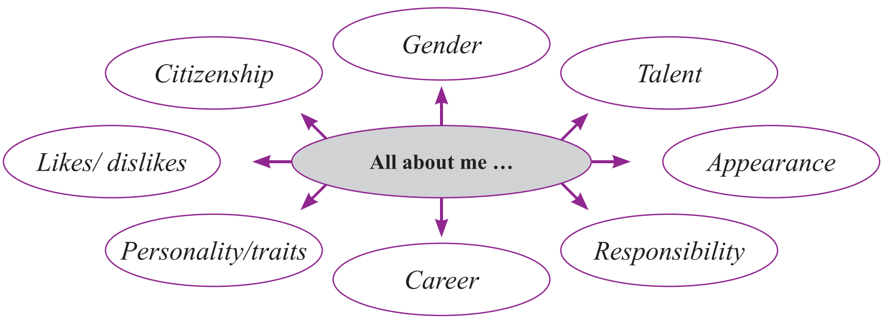
8. Have you ever been responsible for class activities?
   Yes/No. For example....................
   ....
   ....

In conclusion, I believe I would/wouldn't make a good leader.

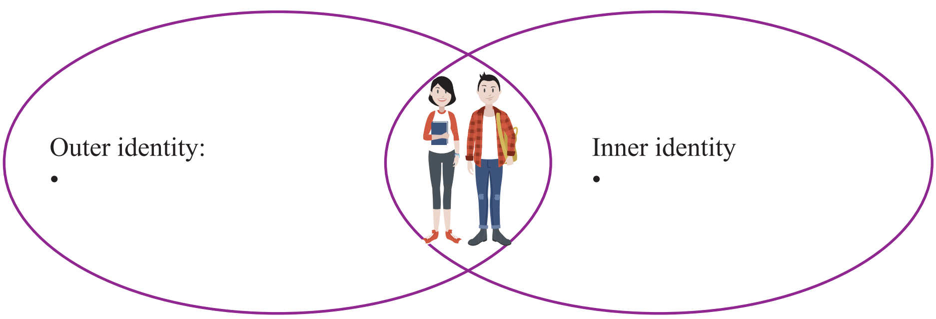
13. In pairs, look at this map and introduce yourself.

Example

My name is … I am Mongolian.



14a. Listen to the conversation and draw a Venn Diagram in your notebook. Write the appropriate words under the correct heading.



14b. Listen, check and repeat.

15a. Look at your Venn diagram again and make a list of changes in your identity from secondary to high school.

	Appearance	Personality	Interests
Secondary school			
High school			

15b. Mix and mingle, talk about your changes.

Example

When I was in secondary school I was keen on singing songs but now in high school I like listening to the songs.

16. Write 3 paragraphs about changes in your identity.

- Introduction (self-introduction in one sentence)
- Body:
  - Paragraph 1 (appearance) …
  - Paragraph 2 (personality)…
  - Paragraph 3 (interests)…
- Conclusion (one sentence about general change)

17a. Read the text and say it is mainly about … .

a. the relationship between personality and appearance

b. the difference between left and right sides of the face

Have you ever been afraid of or attracted to someone? It is not unusual to react to his or her appearance. But these are first impressions, and most people assume that it takes time to find out what someone is really like. It is possible, however, that a person's appearance occasionally reveals more than we realize. According to some experts, a person's face, head, and body can reveal a great deal about personality.

Experts say that round-faced people are usually self-confident. Prominent cheekbones show strength of character, while a pointed nose often reveals curiosity. Heavy arched eyebrows always belong to a decisive individual, while thin arched eyebrows frequently signal a restless and active personality. Almond-shaped eyes reveal an artistic nature. Round, soft eyes belong to dreamers. Down-turned lips reveal a proud character, while a long, pointed chin indicates someone who likes to give orders.

Research shows that the left and right sides of the face are quite different. Each side shows different aspects of personality. The left side of the face reveals the instinctive and hereditary aspects of the traits. When people are under stress, for example, with feelings like fear, anger, or even intense happiness, force is almost always put on the muscles of the left side of the face. When experts examine the left side of the face, people's well-being and troubles show up more. For instance, wrinkles on this side show the strong emotions people have experienced in their lives.

The right side of the face reflects people's intelligence and self-control. This side of the face is usually more relaxed and smooth. That is why, for example, movie stars prefer to have this side of their face photographed.

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17b. Read the text again and answer true (T) or false (F)

1. Some experts have proven that people's appearances express their personality. T F
2. Round- faced people usually have active personalities. T F
3. Researchers have proven that the left and right sides of the face are quite similar. T F
4. Movie stars prefer to have the right side of their face photographed. T F
5. Happiness doesn't put force on the left side of the face. T F
6. A long pointed chin reveals pride. T F

18a. Study the sentences and choose *a* or *b* in the explanations.

She almost always argues with her siblings.
She frequently does housework.
She occasionally takes care of her half-sisters.
She hardly ever goes to her family gathering.

1. We use adverbs of frequency to say … something happens.
   a. how often b. how many times
2. We use adverbs of frequency … .
   a. after main verb b. before main verb
3. In sentence 4, *hardly ever* has a … meaning.
   a. positive b. negative

18b. Put the words in the correct order to make sentences.
1. I/ see/ my/ relatives/ occasionally.
2. They/ do/ housework/ often.
3. Some students/ a school library/ rarely/ go to
4. My nephew/ to a gym/ goes/ frequently
5. We/ listen to/ at school/ English songs/ usually.
6. I/ any computer games/ hardly ever/ play
7. My friends/ often/ project work/ do.
8. Urnaa/argues/her/never /friends/with.

19a. Listen to the conversation and explain what they are talking about … .
a. their friendship or b. their hobbies

19b. Listen to the conversation again and choose the best answers.
1. Murun met his friend Telmen … .
   a. through a friend b. at his elementary school c. Both a and b
2. They are best friends because … .
   a. of the same T-shirts b. of sharing the same interest
   c. of a shared love of book
3. He says these days they … .
   a. don't talk a lot b. live in different places c. see each other often

4. They have never argued with each other because …
   a. they are different from each other b. they have similar traits
   c. they are siblings
5. Murun hasn't talked about his … for a long time.
   a. family members b. friendship c. girlfriend.

20. Study the sentences and choose *a* or *b* in the explanations.

We have known each other since we were going to the same school.
He has been a good friend for many years.
Murun hasn't met his best friend yet.
Have you finished your homework yet?
Murun has just skyped with his best friend.

1. We use the … to talk about an action which started in the past and continues up to now.
   a. present simple b. present perfect
2. We use … to talk about an action which happened at an unstated time in the past.
   a. *since* b. *for*
3. In questions or negative sentences, we use … .
   a. *yet* b. *already*
4. We put *just* and *already* … have
   a. after b. before

21. Rearrange the words in sentences.
1. wedding anniversary/ have/ just/ their/ My/ celebrated/ cousins.
2. I/ haven't/to my/ because/ written/ I/ friends/ was busy/ so/for ages.
3. has/ studying/ started/ Naran/ English/ since/ eleven / she was.
4. you/ your /yet / finished/ Have/ doing/ project?
5. We/met/ since / him/ haven't/ we/ children/ small / were.
6. hasn't/ yet /returned/ the/ My sister/ lent/ book/ I/ her.

22. In pairs, talk about something … .
- you have just done
- you haven't done yet but want to do
- you wanted to do and already done
- unusual that has happened to you

23. Write a sentence for each idea above.

Example
I have just sent an email to my best friend who lives in the USA.

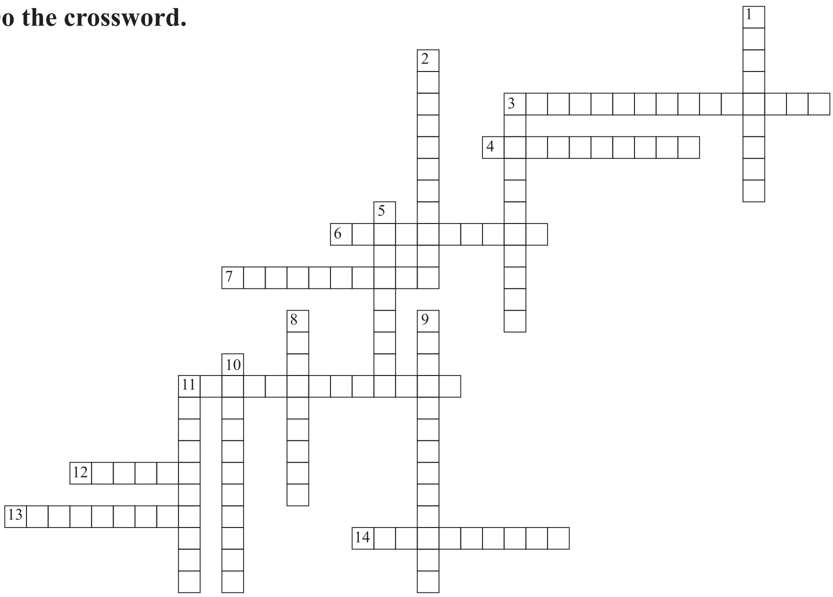
SELF-CHECK

VOCABULARY

1. Odd one out.

1. half-sister, sibling, family tree, step father, nephew
2. hardly ever, almost always, truly, occasionally, frequently
3. cousin, toddler, young adult, teenager, infant, pre-schooler
4. independent, generous, punctual, moody, energetic, friendly
5. out-going, talkative, pessimistic, bossy, bad tempered, nervous

2. Do the crossword.



Across

3. a brother who is the son of either your mother or father
4. willing to give money, help, kindness, etc.
6. a brother or a sister of the same parents
7. a person connected to you by blood or marriage
11. the man who married to your mother but is not your father
12. minded willing to consider ideas and opinions that are new or different to your own
13. a baby or a very young child
14. a young child, especially one who is learning or has recently learned to walk

Down

1. having patience
2. able to make decisions quickly and confidently
3. a young person between 13 and 19 years old
5. using force to hurt or attack
8. Someone who only thinks of their own advantage
9. thinking that bad things are more likely to happen
10. talking a lot
11. Acting or arriving exactly at the time appointed

USE OF ENGLISH

3. Choose the correct words and expressions.

1. We … each other since we were in the kindergarten.
   a. know b. are known c. have known
2. I have … received a wedding invitation from my half-brother.
   a. still b. just c. yet
3. … your parents already … their tickets for the concert?
   a. Did/buy b. Have/bought c. Are/buying
4. They haven't prepared well for their family gathering … .
   a. already b. for c. yet
5. How long ago … studying at this school?
   a. did you start b. have you started c. are you started
6. My sisters … shy. Actually, they are very sociable.
   a. are b. looks like c. look like
7. My uncle … kind. He always talks to everybody politely.
   a. are b. is c. looks like

4. Fill in the blanks with the correct question tags.

1. You're not from a big family, …?
2. I am more experienced than you, …?
3. My grandparents have got a country home, …?
4. My nephew knew what time the school finished, …?
6. His sister has much talent in playing the guitar, …?
7. You've been to the art gallery before, …?
8. You will be here on time tomorrow, …?
9. There is some paper on the desk, …?
10. Her aunt lives in the village, …?

5a. Complete the chart. Use the adverbs of frequency in the box.

hardly ever, almost always, occasionally, frequently, generally, rarely

%	Adverbs of frequency
100%	Always
0%	
	Never

5b. Answer the questions. Use *hardly ever, almost always, occasionally, frequently, generally, rarely* or *never*.

1. How often do you meet your relatives?
2. How often do you argue with your siblings?
3. How often do you watch English movies on TV?
4. How often do you go to the theatre with your parents?
5. How often do you chat with your friends?
6. How often do you babysit your younger brothers and sisters?
7. How often do you help others?

LISTENING AND SPEAKING

6a. Listen to the speakers and explain what they are talking about … .
a. their general traits or b. their good traits

6b. Listen to the speakers again and fill in the table.

Speaker	Name	Country	Best qualities	Quotes
Speaker 1				*"I genuinely like ________, and I like talking to people."*
Speaker 2				*"I try to continue being ________, regardless of who they are."*
Speaker 3				*"I'm considerate and _________________."*
Speaker 4				*"Overall, though, I would consider myself to be imaginative, and ___________."*

7. In small groups, share your best qualities. Each student should state his or her best qualities clearly and then give a reason to support that opinion.

Example

I think my best qualities are ... because ...

READING AND WRITING

8a. Read the text and give a title.

Every person has both good and bad character traits. Most people do not like to be criticized by others. It is good to be honest with yourself. I was born under the sign Libra, and I believe I have some of the characteristics of people born under this sign.

One example of a good personality of a Libra that I have is patience. Sometimes I think I am almost too patient, but I have found that patience frequently helps me in a lot of things. For example, it helps me to study when the lesson is difficult and boring. Also, if I don't succeed in something, I am willing to try several more times. My patience also helps me to relax and stay calm. I am very patient with people, too, such as, children, elders, and even people who are sick and need a lot of help. I almost always can deal with people who are nervous, angry, and upset and help them calm down. Sometimes people take advantage of my patience, however, and I don't like that at all.

Another example of a trait that I have, which is typical of a Libra, is ambition. I am very ambitious and can`t sit in one place for more than ten minutes. If I make up mind to do something then I will do anything to meet my goal, no matter how long it takes and how much energy and time will be needed to accomplish it. This is what helped me to succeed in high school years. I generally like to be busy all day and have lots of things to do. This makes me happy and satisfied. I hate sitting at home all day doing nothing.

Finally, like anyone, Libras have some bad traits, too. This ambition can sometimes make them take on more work than they can handle, leading them to strain themselves to a breaking point. Occasionally I take on too much work and then reach a point at which I can do no more. Then I have to rest for a while and regain my strength. Libras can also be fussy and irritable. I suppose I can be that way too sometimes. For instance, I like everything to be neat and tidy, and if someone comes along and messes things up, I will scold them.

In conclusion, I am very happy that I am a Libra. My patience and ambition gave me the confidence I needed to choose to be a psychologist. Because I work hard and can deal with people who have problems, I think I will someday be very successful in this profession.

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8b. Read the text again and answer the questions.

1. What are Libra's two positive traits?
2. What is a negative side of being ambitious?
3. What is a negative side of being patient?
4. What personality is opposite of a Libra?
5. What other jobs are well-suited for a Libra?
6. How would you describe your own personality in 2 adjectives?

9. Write 3-4 sentences for each paragraph about your birth sign and your good or bad qualities.

- Introduction (one sentence about a horoscope)
- Body:
  - Paragraph 1 (what your birth sign is) …
  - Paragraph 2 (description of good personality)…
  - Paragraph 3 (description of bad personality)…
- Conclusion (one sentence about you are happy or not with the descriptions)

How well can you do these things? Tick (√) the columns.

I can …	Very well	Well	Not well
use words related to family, personal identity and personality			
listen and understand people's personality and identities			
talk about generations and one's personal identity			
read and understand factual information about one's identity and personality			
write about changes in their identity from secondary to high school and their birth sign as well as good or bad qualities.			
use question tags and frequency of adverbs			
use sentences in present simple and present perfect simple forms			



Human doings

Unit 5. CLOTHING NOW AND THEN

LEARNING OBJECTIVES

Listening

L2 Understand specific information from a talk about shopping for clothes

L6 Deduce meaning from context from a talk about clothes

L1 Understand the main points from an explanation about clothes' colours and materials

L5 Recognise the opinions of speakers who are having a conversation about shopping

Speaking

S2 Ask questions to clarify meaning on the materials and origin of clothing

S3 Give an opinion on clothing styles and materials

S7 Interact with others to complete classroom tasks

S8 Use appropriate subject-specific words and structures to talk about a dressing situation

Reading

R1 Understand the main points in a text about different sizes and measurements for clothes

R2 Understand specific information in a text about Mongolian traditional clothing

R6 Deduce meaning from context on modern clothes

Writing

W6 Use an appropriate layout for writing about an ideal uniform

W1 Brainstorm, plan, write and edit a presentation on modern clothes

Use of English

UE14 Use *look* + adjective to indicate appearance

UE1 Use a limited range of gerunds as subjects to talk about clothes

UE9 Use a range of active and passive simple forms to talk about clothes

1. In pairs, make a list under these headings. How many different types of clothes are there in the shop?

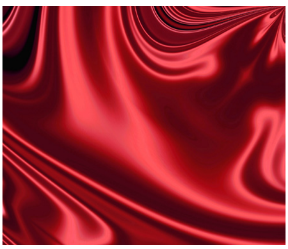


Kinds of clothes ……………………. …………………….

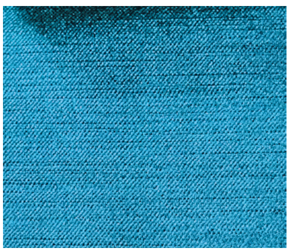
Colours ……………………. …………………….

2. Look at the materials and label them.

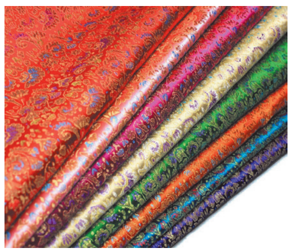
rayon *cotton* *wool* *brocade* *silk* *polyester*



1. ……………..



2. ……………..



3. ……………..



4. ……………..



5. ……………..



6. ……………..

3a. Match the descriptions with the pictures.

1. Traditional Russian woman's costume: It has fancy head-wear, long blue and white dresses with yellow patterns of flowers and white slippers.
2. Cowboy costume: It has an iconic brown hat, a long light brown coat, brown pants, a black shirt, a big black belt and black shoes.
3. Traditional Korean woman's costume: This is a long colourful dress with a blue top and a big red skirt. It also has purple sleeves and a belt.
4. Traditional German man's costume: This is a brown top hat, a white shirt, brown shorts, white socks and brown boots.
5. Traditional Scottish man's costume: It has a black suit with white buttons, a white t-shirt, a green tie, a black purse, a green kilt, white socks with patterns and black shoes.
6. Traditional Japanese woman's costume: This is a long blue dress with a flower pattern all over it. The dress has long sleeves and is worn with a blue belt.


a.


b.


c.


d.


e.


f.

3b. In pairs, ask and answer questions about traditional costumes.

Example

- *What traditional clothes do the Japanese wear?*
- *They wear kimonos.*
- *What is a kimono made of?*
- *It is made of silk brocade.*

4a. Listen to three people and answer. What are they talking about?

a. Clothes they are wearing **b. Clothes they have in their closets**

4b. Listen again and fill in the missing information.

Clothes mentioned	Colour	Made in	Made of
……………… ….	………..	…………	…………

5. Study the sentences and choose *a* or *b* in the explanations.

My shirt is made of cotton.
My shoes were made in China.

1. We use … when we talk about the material of something.
   a. made in *b. made of*
2. We use ... when we talk about the country of origin.
   a. made in *b. made of*

6. Choose the correct word in each sentence.

1. Her dress was *made of / made in* a light, floaty material.
2. She was wearing a hat *made of / made in* Thai bamboo.
3. My jacket was *made of / made in* Korea.
4. His tie is *made in / made of* silk.
5. A hanbok is *made in / made of* brocade.
6. Sarafans are *made in / made of* Russia.

7. In pairs, talk about one item of clothing you and your partner are wearing. Report to the class.

Maral's got trousers that were made in Mongolia. They're made of cotton.

8a. Read the text and answer. What is it about?

a) Mongolian traditional clothes of ethnic groups.
b) The Mongolian deel as a traditional dress.

A deel is the traditional dress of Mongols and it has a rich history for many centuries. It is closely related to the Mongolian way of life and the country. A deel has been worn since old times by the Mongols and other nomadic tribes. The deel can be made from cotton, silk, wool, or brocade. The dresses were sewn by people themselves and were richly decorated with jewellery and ornaments of gold, silver, corals, pearls, and precious stones. It has long sleeves, a high collar and buttons on the right shoulder. The deel is worn with a thin silk sash of several yards long tightly wound around the waist. Some essential objects such as the eating set, tinder pouch, snuff bottle, and tobacco and pipe pouches are attached to the sash. They are made of precious metals and embellished with semi-precious stones.

The dress reflects the age of the wearer. A deel design varies among cultures, ethnic groups and time periods to a certain degree, distinguished by its cut, colour and trimming. There are even distinct variations among different Mongol tribes mostly on the design of the upper part of the deel. For instance, the Khalkha Mongol deel's upper part is round while Buryat deel's is square. The design also varies due to function. There are deels for ceremonies like weddings and holidays and deels to wear every day. Deels for special occasions have their outer layer made of silk while the common deels are usually made of wool, cotton and other relatively inexpensive materials. These distinctions go unnoticed by foreigners but are obvious to Mongols. The deel looks like a large overcoat when not worn. A variety of designs for a deel will be offered by designers as time goes.

The conditions of climate influence on the kind of dress and costumes for the seasons of the year. In summer the Mongols wear a light coat or frock the "Terleg" and in spring, autumn and winter a wadded coat (row cotton), the "Khovontei Deel", or a lambskin coat, the "Khurgan Dotortoi Deel". In winter they wear a sheepskin dress reminding of a fur coat, the "Tsagaan Nekhii Deel". The "terleg" is made of light materials and is worn by both men and women. The Deel for everyday wear is gray, brown or some other dark colour, while the holiday Deel is bright blue, green or claret silk.

Wikipedia, The Free Encyclopedia

8b. Read the text again and answer true (T), false (F) or doesn't say (DS).

1.	All Deels have buttons on the left shoulder.	T	F	DS
2.	The conditions of climate and seasons of the year influence the kind of dress worn.	T	F	DS
3.	The deel is worn with a thin silk sash.	T	F	DS
4.	A deel can be seen differently due to its design.	T	F	DS
5.	People don't sew their deels themselves.	T	F	DS
6.	Young people like to wear deels.	T	F	DS

9. Study the sentences and choose *a* or *b* in the explanations.

A deel is worn by both men and women.
The dresses were sewn by the people last year.
A variety of designs for a deel will be offered next month.

1. We use … in present passive sentences.
   a. *is/are* b. *was/were*
2. We use … in past passive sentences.
   a. *is/are* b. *was/were*
3. We use … in the future passive sentences.
   a. *will* b. *will be*

10. Complete the sentences with the correct passive form of the verbs in brackets.

1. In rural areas, deels (wear) ...... by most people.
2. The costumes (use) … for formal occasions.
3. The deel mostly (make) … from cotton, silk, wool, or brocade.
4. The Terleg (make) … of light materials.
5. In the future, different designs for a deel (introduce) … .

11. Look at the pictures of Mongolian traditional and modern deels and write a paragraph. Think of:

- materials
- different designs
- changes





Example

In the past deels were made mostly of cotton.
Nowadays deels are made of silk, brocade and cashmere.

12a. In groups, discuss these questions.

1. What are clothes and what is a style?
2. What do you know about fashion trends?
3. Do you follow any trends? Why? / Why not?
4. What kind of clothes do/don't you like to wear? Why? / Why not?

12b. Read the text and give it a title.

In different countries, people wear different clothes. Clothing is a stuff and textile material worn on the body. It is also called clothes and attire. People should wear clothes in order to fit in to society. The amount and type of clothing worn depends on body type, social, and geographic considerations and can be classified as casual and formal clothes. For instance: people can wear casual clothes when they are not working while policemen and school children wear uniforms. Some clothing types can be gender-specific.

Wearing clothes serves many purposes: it can serve as protection from the elements, and can enhance safety during hazardous activities such as hiking and cooking. Clothes are also worn for keeping people warm or serving as protection from the strong burning sun; for instance, wearing light clothes in summer provides protection from ultraviolet radiation. They also protect the wearer from rough surfaces, rash-causing plants, insect bites, splinters, thorns and prickles by providing a barrier between the skin and the environment. Furthermore, they can provide a hygienic barrier, keeping infectious and toxic materials away from the body.

Buying clothes is possible in most high street shops, and supermarkets are also beginning to sell clothes. Certain items of clothing can be expensive, especially if they are made by a well-known brand or have a particular design. While clothing is affordable for most people, the price usually depends on the quality of the material used to make the item and its brand name. In most countries clothing is taxed, while food is not. This is probably because clothing can be considered as a luxury item, especially if it is of very high quality.

People often buy and wear clothes that other people around them are wearing, and this is called a trend. A trend is what's hip or popular at a certain point in time, and fashion trends change fast from season to season and have big differences around the world.

Wikipedia, The Free Encyclopedia

12c. Read again and choose which is not true according to the text.

1. What is the purpose of wearing clothes?
   a) it can serve as protection from elements
   b) it can keep people warm   c) it can change the weather
2. Where can clothes be bought?
   a) at the supermarket   b) at the pharmacy   c) in high street shops
3. Why is the price of clothes different?
   a) Because of the brand.   b) Because of the quality.   c) Because of the colour.

13. Study the sentences and choose *a* or *b* in the explanations.

Wearing clothes serves many purposes.
Buying clothes is easily accessible in most streets.

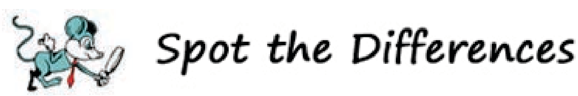
1. We can use the Verb + -ing form instead of … .
   a. a verb.   b. a noun.
2. We use … to form a gerund.
   a. Verb + -ing   b. a base form

14. Rewrite the sentences using gerunds.

1. *(To wear)* designer clothes makes him look cool.
2. *(To hike)* and *(to cook)* can be considered hazardous activities.
3. Clothes are for *(to keep)* people warm or *(to serve)* as protection from the strong burning sun.
4. *(To buy)* a well-known brand or designer clothes can be expensive.
5. *(To follow)* trends can be associated with the weather.

15a. In pairs, look at each picture and find the differences. Ask and answer these questions.

- How many children are there in your picture?
- How many are standing?
- How many are sitting?
- What are they wearing?
- What colours are their T-shirts?







15b. Compare your answers with other pairs then report to the class.

16. Discuss these questions.

1. How often do you/your parents/your friends go shopping?
2. Do you do your shopping at supermarkets, department stores, markets, shopping centres or online?
3. How do you usually pay when shopping? In cash, by card or by Apple Pay?

17a. Look at the pictures and write the correct words under each picture.

some cash	a debit card	a receipt
a checkout	a fitting room	an ATM



a. ....



b. ....



c. ....



d. ....



e. ....



f. ....

17b. Listen to the dialogue and answer. How much did the customer pay?

17c. Listen to the dialogue again and answer the questions.

1. What size T-shirt does the customer want?
2. Does the shop have a medium size purple T-shirt?
3. What colour T-shirt does the customer try on?
4. Does the customer buy the red T-shirt?
5. How much does it cost?
6. Does the customer pay by debit card or in cash?

18. Read the dialogue and complete.

Customer:	Could I try this on, please?
Shop assistant:	……………………………………. .
Customer:	……………………………………. ?
Shop assistant:	It's $20.
Customer:	……………………………………. .
Shop assistant:	Would you like to pay by a credit card or in cash?
Customer:	……………………………………. .

19a. Match the phrasal verbs with their definitions.

Phrasal verbs	Meaning
1. take off	a. to remove an item of clothing
2. try on	b. to choose something
3. put on	c. to look good with another item
4. wear out	d. to collect something
5. get into	e. to place an item of clothing on your body
6. pick up	f. to damage an item of clothing through repeated use
7. pick out	g. to donate clothes to another person
8. go with	h. to fit your body in an item of clothing
9. to give away	i. to check if an item of clothing fits you

19b. Complete the sentences with the phrasal verbs.

1. I think I need to go on a diet. I can't … my jeans.
2. These jeans are old and too small for me. I'll … them ….
3. Do these shoes … this dress?
4. It's really difficult to … dresses. They're all so beautiful.
5. I need to … my suit from the dry cleaners today.
6. … a coat. It's cold outside.
7. … that hat. It looks ridiculous.
8. I always … clothes before I buy them.

Children often wear out their clothes.



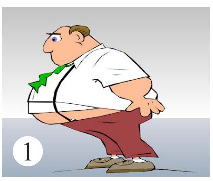
20a. Listen and answer. Are they talking about *a, b,* or *c*?

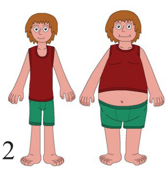
a. personality **b. feelings** **c. appearance**

20b. Listen again and answer true (T) or false (F).

1.	Zulaa thinks the dress looks lovely.	T	F
2.	Lucy and Zulaa are shopping at the department store.	T	F
3.	Lucy is going to have a wedding ceremony.	T	F
4.	Lucy wanted to buy designer dresses.	T	F
5.	Lucy paid online.	T	F

21a. Match the pictures with the phrases.


1


2


3


4


5


6

a. loose clothes
b. worn out shoes
c. torn jeans
d. put on weight
e. lost a button
f. tight clothes

1	2	3	4	5	6

21b. Listen to the dialogue and answer. What clothing problem are they talking about?

22. Make sentences using the phrases in activity 21a.

Example

Torn jeans make me look stylish.

23. Study the sentences and choose a or b.

You look cool!
Designer dresses look nice.

We use look + … to describe appearance.
a) an adjective b) a noun

24a. Get a measuring tape  **and measure yourself to check your clothing size.**

How to measure correctly?

Male measuring steps

Chest: Measure the fullest part of the chest, keeping tape measure parallel to floor.

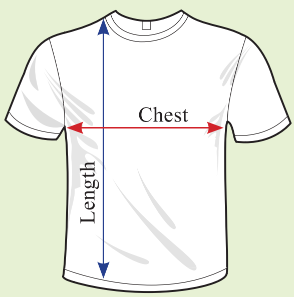
Waist: Measure around the narrowest point of the natural waistline (not over clothing), keeping tape measure snug, but not tight.

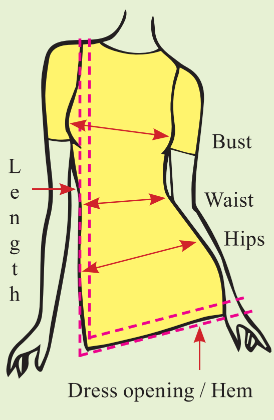
Hips: Stand straight with feet together and measure around the fullest part of the hips (about 9” below natural waistline), keeping tape measure parallel to floor.

Female measuring steps

Bust: Relax arms and measure around the fullest part of the bust, keeping tape measure parallel to floor.

Hips: Stand straight with feet together and measure around the fullest part of the hips





General Guide - cm & inches							
Size		S	M	L	XL	XXL	XXXL
		8	10	12	14	16	18
Bust	cm	81	84	89	94	99	104
	inches	32	33	35	37	39	41
Waist	cm	61	64	69	74	79	84
	inches	24	25	27	29	31	33
Hips	cm	86	89	94	99	104	109

wikihow.com

24b. Read the size charts again and complete the table about you and your partner's clothing size.

		You	Your partner
1	Waist size		
2	Chest size		
3	Hip size		

25. Discuss and write a paragraph about your family member's clothing size. Follow a structure like this:

Introduction: write about the clothes of your family members
Description: write about how you/he/she measured their size and what their size is
Recommendations: write about what he/she should do now.

26. Read and match the words with their definitions.

1. a sole	a. an electrical invention
2. a shoelace	b. to perform in public for the first time
3. the heel	c. the part of a shoe which makes us taller
4. to tighten	d. to watch, observe, or record with an instrument
5. a device	e. the underneath of a shoe that touches the floor
6. to activate	f. to make a product available to the public
7. to monitor	g. to make or become tight
8. a facility	h. the part of a shoe used to stop it falling off
9. to debut	i. something designed to serve a specific function
10. to release	j. to start working

27a. Read the magazine article and choose a title.
a. Shoes in the past b. Modern shoes

Hyperadapt 1.0



Nike's latest product HyperAdapt 1.0 can lace itself. The Nike Hyperadapt is a self-lacing footwear designed by Tinker Hatfield and Tiffany Beers. "When you step in, your heel will hit a sensor and the system will automatically tighten". "The heels of the shoes also light up to signal when the shoe is tightened and when the batteries need to be charged. By the Nike company's estimation, batteries should take about two weeks to run low. Charging fully takes three hours and is accomplished with a small clip-on charger similar to Apple's model for the Apple Watch. It came out in the black colourway on December 1st, 2016 in New York City and it will be sold in different places soon. Nike's self-lacing HyperAdapt 1.0 is expected to cost about $720 at shops.

GPS shoe



GPS Smart Sole is a smartphone installed inside the sole. It uses the same GPS and cellular technology as the smartphone, is charged like a phone, and requires activation. Like the phone, it works cross country within cellular network covered areas. The key advantage is that GPS Smart Sole is guarded, anti-bacterial and your loved one won't forget to bring it with them or turn it on! GPS Smart Sole automatically checks in every 10 minutes, for less than the cost of a few days care in a "isolation" facility. Once the GPS device is activated, you are able to monitor the location of the user right from your computer, tablet or smartphone!



sneakernews.com

27b. Read again and complete the table.

Item	Advantages	Disadvantages
GPS shoe		
HyperAdapt 1.0		

28. Write a description of what people will wear in 20 years from now. How will clothing change in the future? Start like this:

In the future, people will wear ...
It will be made of ...

- Introduction (one sentence about future clothing)
- Body:
  - Paragraph 1 (what people will wear) …
  - Paragraph 2 (changes in clothing)…
  - Paragraph 3 (description of differences)…
- Conclusion (one sentence about differences)

SELF-CHECK

VOCABULARY

1. Choose the odd one out. Which word in column B doesn't go with the verb in column A?

A	B
1. to wear	a) a deel, a kilt, a car, a GPS shoe, a top
2. to look	b) cool, fashionable, nice, shoes, pretty
3. to pay	c) in cash, by debit card, by cheque, by store
4. to try on	d) jeans, a button, a T-shirt, a kimono, sandals
5. to sew	e) a terleg, a blouse, silk, a cotton dress, a skirt

2. Put the words into the correct order to make sentences.

1. people / casual / most / wear / everyday / clothes
2. kimono / national / is / costume / the / Japanese / the.
3. shorts / in / wear / people / usually / sandals / summer / and
4. school / wear / have / at / uniform / to / students / a / all
5. feel / in / shoes / high / don't / comfortable / I / heeled

USE OF ENGLISH

3a. In groups, look at the labels and clothes. Then make sentences using *made of/made in*.

Example

Example: Kimonos are made of 70% cotton and 30% rayon.
They are made in Japan.



a.

70% cotton 30% rayon
Made in Japan



b.

100% cashmere
Made in Mongolia



c.

60% silk 40% brocade
Made in Korea



d.

80% polyester 20% nylon
Made in China



e.

100% cotton
Made in Scotland



f.

100% leather
Made in Italy

3b. In pairs, talk about your clothes.

Example

A: Where's your jacket from?
B: It's from Mongolia. What's on the label of your shoes?
A: 40% leather. Made in China.

4. Change the following sentences into the passive.

1. All students wear uniforms at school.

Example

Uniforms are worn by all students at school.

2. Pupils at this school will wear shirts and blazers in September.
3. People sew deels in Mongolia.
4. Many people bought trendy clothes last year.
5. Pupils keep their books in school bags.
6. You can buy clothes on high streets.

5. Rewrite the sentences using a gerund.

1. To carry a laptop has become quite common at school.
2. To browse the internet requires time.
3. To use an electric dictionary saves time.
4. To learn about other cultures makes people more tolerant.
5. To wear clothes keeps people warm.

LISTENING AND SPEAKING

6a. Complete the dialogues with the correct form of *look* or *look like*.

1. Anand: Beth, you … great.
   Beth: Thanks. You do, too.

2. Josh: Zulaa, what is that?
   Zulaa: It … … a school bag.

3. Beth: You … different in this picture.
   Zulaa: I know. I … … a boy.

4. Anand: Wow! Your hair … cool today.
   Josh: Do you think so? I don't like it.

5. Beth: Anand, who is that?
   Anand: It … … Mr. White, but I'm not sure. He's too far away.

6. Josh: What do you wear if you want to … trendy?
   Beth: Mmm, let me think. I think I wear bright-coloured tops.

6b. Listen and check. Then practice the dialogues in pairs.

7. Talk about people in the picture. How do they look?







READING AND WRITING

8a. Read the text and choose a or b for a title.

a. School uniforms are children's favourite clothes.
b. All pupils wear school uniforms in other countries.

Every child at school should wear a school uniform. A **school uniform** is a standard set of clothing that children wear when they go to school. It might have a particular colour of trousers or skirt, plus a matching shirt and perhaps a jacket or necktie, with matching shoes (shoes are considered as part of a uniform).

In some countries, like Germany, students can wear anything they like when they go to school. In other countries, like England, there is usually a standard dress code in school, usually one for girls and another one for boys. Here is an example from a real school:

The prescribed uniform for boys: grey blazer, white polo with school logo; straight cut black pants; black leather or rubber shoes and white pair of socks. The prescribed uniform for girls: grey blazer, white blouse with sports collar and school logo; navy/dark blue pleated skirt five inches below the knee and black closed leather shoes. The acceptable haircut for boys shall be at least one inch above the ear and three inches above the collar line. Boys and girls need to wear school uniforms when they go to school. They are expected to take pride in their appearance and to represent themselves and the school well in public. If pupils do not adhere to the dress code, they will be asked to amend their dress and may be sent home to do so.

Originally, school uniforms were introduced to hide the social differences between students, but uniforms can also help with safety. For instance, school uniforms can improve health and safety by choosing a uniform that has been safety-tested. Loose-fitting clothes can get caught in machinery or playground equipment, which limits what activities children can do safely.

Using standard uniforms can also save the money needed to buy extra clothes to impress other pupils at school, and there are several types of bullying which can be lessened by use of school uniforms. Therefore, the advantage use of uniforms is that pupils don't have to worry about peer pressure when it comes to their clothes. When everyone is dressed the same, worrying about what they look like isn't so important. There is no competition about being dressed in the same way as others, which can put financial pressure on pupils and parents.

Wikipedia, The Free Encyclopedia

8b. Read the text again and write the pros and cons of wearing a uniform.

	Pros	Cons
School uniform	*all look the same*	*not fashionable*

9. Look at the pictures of uniforms and designs and write about an ideal uniform for you. Prepare a presentation and present it to the class.



Plan
(Section 1) - design & colours of uniform
(Section 2) - present uniform
(Section 3) - explain changes

10. In groups, play a guessing game called '20 Questions'. Think of someone in the class and get your classmates to guess who it is. Give clues like this:

Example

I am thinking of a girl.
- Is she from our class?
- Yes
- Is she wearing uniform?
-No

How well can you do these things? Tick (√) the columns.

I can …	Very well	Well	Not well
name clothes of different countries			
understand shopping dialogues that express politeness			
understand detailed information on a relevant topic			
write a paragraph about clothes			
listen to and understand dialogues about shopping and clothing problems			



Human doings

Unit 6. ON THE MOVE

LEARNING OBJECTIVES

Listening

L2 Understand the most specific information from the dialogue about transport

L5 Recognise the opinion of the speakers on preferences for transport

Speaking

S2 Ask and answer about transport

S3 Give an opinion on the public transportation

S6 Interact with others talking about differences in Mongolian transport in the past and now.

Reading

R1 Understand the main points in texts about transport

R2 Understand factual information about transport

R3 Understand different means of transport around the world and history of transport in Mongolia

R5 Recognise transport related vocabulary

Writing

W1 Brainstorm, plan and draft a composition about getting to school

W3 Write using personal opinions and a graphic organiser

W4 Use impersonal expressions

W6 Use a given format for the composition

W7 Use a range of transport related vocabulary

Use of English

UE9 Use a range of active and passive forms

UE14 Use a range of prepositional verbs and phrasal verbs related to transport.

1. In groups, discuss these questions.

- Do you ride a bus?
- Where do you go on a bus?
- How much does it cost?
- How often do you take a taxi?
- Have you ever travelled by plane?

2a. Match the means of transport to the pictures.

a coach	*a lorry*	*a tram*	*a caravan*
a van	*a trolleybus*	*a pick-up truck*	*a limousine*
a train	*a ferry*	*an off-road vehicle*	*the underground*
an aeroplane	*a speed boat*	*a hot-air balloon*	*a helicopter*
a motorbike	*a cruise ship*	*a spaceship*	*a family car*


1. ....

2. ....

3. ....

4. ....

5. ....

6. ....

7. ....

8. ....

9. ....

10. ....

11. ....

12. ....

13. ....

14. ....

15. ....

16. ....

17. ....

18. ....

19. ....

20. ....

2b. Copy a graphic organiser. Put the names of transport from 2a under the correct heading.

Means of transport

road	water	air	railroad
---------------	---------------	---------------	---------------

3a. Match the travel words with their definition.

1. bus lane	a. a small port used for pleasure rather than trade
2. coach	b. the edge of a raised path nearest the road
3. depart	c. the people who work onboard a plane or ship
4. crew	d. a journey taken on a ship within a certain period of time
5. cruise	e. changing transport before arriving at the destination
6. cycle lane	f. the total cost of a journey
7. fare	g. a portion of the road specifically for buses
8. kerb	h. to go away or leave, especially on a journey
9. marina	i. a large vehicle for carrying many people, like a bus but for long journeys
10. transfer	j. a portion of the road which is only for the use of cyclists

3b. Use the travel words in 3a to complete sentences.

1. … help passengers reach their destination on time.
2. The train … at 10:52.
3. Cycle lanes can be located next to the ….
4. Our city does not have good … or bike parking.
5. If you need to … from one bus to another, it is free for 30 minutes after you ride the first bus.
6. Lake Keowee … provides everything tourists need.
7. My wife and I went on a … vacation this summer, and it was one of the best experiences of our lives.
8. The bus … is 500₸.
9. The aircraft has a … of seven.
10. The … stopped for us to eat lunch but in half an hour we were on our way again.

4a. Read the text and answer. It is about … .

a. how people get to work
b. how different means of transport are used by people
c. sea travel

For many people, travelling by car or by public transport is a daily necessity. People with their own cars use it to go to work, to go shopping or to take the family out on weekends. For those who cannot drive or don't have their own vehicles, public transport is the right choice.

Around the world, there are many types of transport: buses, trains, underground, motorcycles, aeroplanes, ships, bicycles, etc. In Europe, it's easy to travel to countries by train. In the USA and Canada, people can also do that to travel around. In big cities around the world the underground is the most common public transport used because it's very practical and fast, connecting many districts to the downtown. In Holland people use bicycles the most. In China, Japan and also India bicycle is very much used. This is considered the best public transport because it doesn't pollute the environment.

The use of a plane is necessary for people who want to travel very long distances. A pilot will fly a plane from an airport for many thousands of miles to take people to places far away. Although traffic is rarely a problem for airplanes, it can take a lot of preparation to travel by plane. People often need to arrive at the airport three hours prior to departure.

A number of destinations can be travelled to by using the sea. People often depart from a harbour in a ferry which is driven by a captain. If the journey is a long distance, people may choose to sleep on the ferry while they wait to arrive at their destination. Some people choose to go on a cruise for their holiday, which would involve stopping at many different city ports for a short amount of time.

People who need to travel short distances may choose not to use any transport at all. People often rely on their legs to take them to places nearby. This is often encouraged as certain means of transport because it does not produce harmful emissions that damage the environment.

4b. Read the text again and choose the correct answer.

1. Who uses public transport more?
   a. people who like travelling
   b. people who travel very long distances
   c. people who cannot drive or don't have their own car
2. Name the mean of transport which is controlled by a pilot and stops at an airport.
   a. train b. aeroplane c. car d. bus
3. Name the mean of transport which is controlled by a captain and stops at a port.
   a. train b. car c. ship d. aeroplane
4. Which transport is the best for travelling between countries connected by land?
   a. bicycle b. train c. aeroplane d. car

5a. Complete the definitions with the phrasal verbs in the box.

drop somebody off	*come back*	*pick somebody up*	*get out*	*get in*
get on	*get off*	*set off*	*take off*	

1. When planes leave the ground, they ________________
2. When you start a journey, you ________________
3. When you return from a journey, you ________________
4. When you enter a bus, a train or a plane, you ________________
5. When you leave a train, a bus or a plane, you ________________
6. When you take someone to a place as you travel to a different place, you ________
7. When you take someone home with you (in the car or just by walking with them), you ________________
8. When you leave a car, a taxi or a lorry, you ________________
9. When you enter a car, a taxi or a lorry, you ________________

5b. Complete the sentences with the phrasal verbs in 5a.

1. The bus was full, so we couldn't _______________.
2. We decided to ____________ to Scotland for another holiday.
3. ______ at the stop after the department store.
4. When will you __________from Amsterdam?
5. The plane will __________ at 6 o'clock.
6. Can you_____ me ___ at the dentist?
7. My dad forgot to_____ me _____ last night.
8. You will need to ______of the car, there are too many people in it.

6a. Match the verbs with the travel words.

1. catch/take	a. the flight, the last bus, a train
2. go/come	b. the bus, the train, a taxi
3. sail into	c. an excursion, a trip, a journey
4. miss	d. a port, a harbor, a marina
5. get in/get out	e. a car, a taxi, a lorry
6. be/arrive	f. by ferry, by bike, on foot
7. get on/ get off	g. a plane, a bus, a train
8. go on	h. on time, half an hour late, early
9. wait for	i. a taxi, a train, a bus

6b. Choose the correct answer.

1. There haven't been any delays so we will be there … time.
   a. at   b. on   c. by
2. Michael keeps his boat at the new … .
   a. station   b. airport   c. marina
3. I … the last bus home, so I had to get a taxi.
   a. missed   b. lost   c. caught
4. They … a really interesting trip last weekend.
   a. come on   b. got on   c. went on
5. The car broke down so we had to finish the journey … .
   a. by foot   b. on foot   c. on time
6. Come on, … the car. - I'm in a hurry.
   a. get in   b. get on   c. get off
7. Are you going to … this bus or the next one?
   a. get in   b. get on   c. get off
8. I'm going to … a plane to London.
   a. get   b. catch   c. sail
9. We will be … the train at the next stop.
   a. taking off   b. setting off   c. getting off

6c. Choose the correct word or phrase to complete these questions. Then ask your partner.

1. Do you ever *drive / ride* a bicycle?
2. Do you often *travel by / travel with* public transport?
3. Do you get home *by / on* foot?
4. Do a lot of people *bring / take* taxis?

7a Listen to the dialogue and answer. What were the two people talking about?

a. Buying a car   b. Choosing transport   c. Going to the airport

7b. Listen again and answer the questions.

1. What day was it?
2. What were they going to do that night?
3. Why did Linda want to go by bus?
4. Why did John want to drive instead of taking a bus?
5. What mean of transport did Linda and John decide to take?

8. In groups, discuss and fill in the table. Then talk about advantages and disadvantages of taking a bus or driving a car.

Taking a bus		Driving a car	
advantages	disadvantages	advantages	disadvantages
Example: no worries about parking ………………….	………………….. ………………….	………………….. ………………….	*Example:* hard to find a parking spot …………………..

9a. What do you do when you take a bus. Number the expressions in the order you do them.



___ Watch for your stop
___ Get on the bus
___ Scan your bus card
___ Get off the bus
___ Check the bus schedule
_1_ Walk to the bus stop
___ Use free transfer for the second ride
___ Change buses

9b. Write a dialogue using the expressions in 9a. Pretend your cousin has just arrived in Ulaanbaatar and wants to know how to take a bus. He/she needs to meet a friend at the Urguu cinema at 3pm.

- Which bus would he/she take from your home?
- When would he/she have to leave home?
- When would he/she arrive at the bus stop? etc.

9c. Role play the dialogue in front of the class.

10a. Read the texts and choose the correct answer.

What is the main idea of the texts?
a. Most practical and fastest transport around the world
b. Most popular and unusual transport around the world
c. Most comfortable and popular transport around the world



Land of Bicycles /Holland/

Holland is also known as the Land of Bicycles. There are more bicycles than residents in the Netherlands and in cities like Amsterdam and the Hague up to 70% of all journeys are made by bike. Cycle lanes are clearly marked. They have smooth surfaces, separate signs and lights for those on two wheels, and are wide enough to allow side-by-side cycling and overtaking. Cycling lessons are taught to school children. All schools have places to park bikes and at some schools 90% of pupils cycle to class.

Suspended Monorail (Germany)



The hanging trains in German city of Wuppertal have been used since 1901. The monorails operate at a stretch of 13.3 km and transport close to 82,000 passengers daily, 25 million annually. The tracks follow Wuppertal's narrow streets at a height of 8 m. The monorail reaches top speeds of up to 60 km/h and covers the complete distance in about 30 minutes.

Water buses (Italy)

The city of Venice was built on a group of 118 islands. There are about 400 bridges which connect the islands. The only way to get around is on foot or on the water. There are no cars or lorries. A gondola is a traditional row boat and for centuries gondolas were the main form of transport. Today, they are still popular with tourists but most local people travel by water buses or private boats.

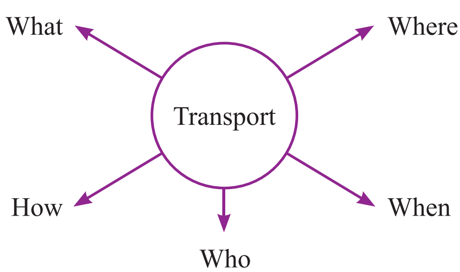


Segways (USA)



The Segway Human Transporter is an electric scooter popularly used in the U.S. This self-balancing machine was invented by Dean Kamen in 2001. The maximum speed of the Segway is 20.1 km per hour. Today, Segways are allowed on sidewalks in most states, though local government may forbid them. Many states also allow them on bicycle lanes or on roads with speed limits of up to 40 km per hour. Segways are used by city police in several cities.

10b. Use the graphic organiser to talk about one of the forms of transport in 10a.



11a. Study the sentences and choose *a* or *b* in the explanations.

Policemen use Segways in several cities.
Monorail is used in Germany .
Cycling lessons are taught to school children.
Venice was built on a group of 118 islands.
A new airport will be built next year.

1. We use … sentence to show who does the action.
   a. an active b. a passive
2. We use … sentence to show that the action is more important than the person who does the action.
   a. an active b. a passive
3. We use *is/are* + past participle in … sentences.
   a. present passive b. past passive
4. We use *was/were* + past participle in … sentences.
   a. present passive b. past passive
5. We use *will be* + past participle in simple … .
   a. future passive b. past passive

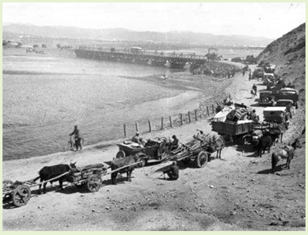
11b. Make passive sentences and write in your notebook.

Example
The heaviest limousine in the world was made in 2004.

1. The heaviest limousine in the world – make – in 2004. (past simple)
2. Electric cars – operate – by electricity. (present simple)
3. Toyoto Prius – introduce – in 1998. (past simple)
4. A new type of train – operate – in Japan. (future simple)
5. A ferry – drive – by captain. (present simple)
6. The car – find – in the garage. (past simple)
7. The kids – pick up – tomorrow. (future simple)
8. After the accident – Joe – take – to the hospital. (past simple)

12a. Look at the pictures and answer the question.
How is present and past transportation different?

In the past





Now





12b. Make 10 sentences using the prompts. Use passive forms.

Example

In the past goods were transported by camels and yak carts.
Today cargo is carried by lorries, trains and aeroplanes.

In the past	Today	Verbs & expressions
1. camels and yak cart	lorries, trains, aeroplanes	to transport / carry goods / cargo
2. horses	airplane, coach, car	to visit families and friends who live far away
3. wooden bridges	concrete bridges	use / built
4. dirt roads	paved roads	use
5. no water transport	580 km of waterways	use

12c. In groups, talk about transport in the past and now. Use the following model.

One thing that is the same as today is …………………….. .
Today …………….but in the past……………………….. .
One thing that is different about …………… is ………… .

DID YOU KNOW???

13a. Read the sentences and choose a or b . Do they give … ?

a. an opinion on transport in Mongolia or
b. facts about transport in Mongolia

1. Just a handful of people had a vehicle in the beginning of the 20th century.
2. The government established Mongoltrans with twelve lorries in 1925.
3. The government established a Mongolian – Soviet joint stock company in December 1929 to build and repair bridges and roads.
4. The opening a 43-kilometre railroad linking Ulaanbaatar and the Nalayh coal mine in 1938 was an important event in the country's economy.
5. The opening of the trans-Mongolian railway line in 1955 significantly altered transportation patterns in Mongolia.

6. Most Mongolian freight is carried by rail transport and half of passengers use trains to travel long distances.
7. The Chinggis Khaan International Airport outside of Ulaanbaatar which was opened on February 19, 1957 is the major airport in Mongolia. It offers international and domestic flights.
8. Mongolia has direct flights to Moscow, Beijing, Berlin, Frankfurt, Tokyo, Seoul, Irkutsk and Hong-Kong as well as others.
9. In the 1960s, Ulaanbaatar streets did not have heavy traffic, but now it has traffic jams which contribute to the air pollution.
10. Buses are the main means of public transport in Ulaanbaatar. In October 2013, the Mayor of Ulaanbaatar city made a decision to reserve the first lane on the main road for public transport such as buses and trolleybuses.
11. Mongolian herdsmen still ride horses while herding their animals, and lorries haven't entirely replaced camels and ox carts when moving a ger or carrying goods.

13b. Read again and fill in the table.

Early 20th century	1925	1938	1955	1957	1960s	2013
Example: few cars	…	…	…	…	…	…

13c. Use the passives to talk about major events in history of transportation.

Example

1. In the beginning of the 20th century, few cars were driven in Mongolia.

2. ....
3. ....
4. ....
5. ....
6. ....
7. ....

14a. Listen to Eric, Jeyong, Naomi and Todd and choose *a, b* or *c*. Are they talking about … ?

a. their views on transportation
b. a journey to work
c. travelling on vacation

14b. Listen again and answer true (T) or false (F).

1. Eric doesn't like a transportation system in Toronto.	T	F
2. In Seoul, you can travel by bus and underground.	T	F
3. Naomi usually takes a train or a bus in her hometown.	T	F
4. In San-Francisco public transport is not expensive.	T	F

15a. In pairs, discuss about transportation in your local place.

- Where do you live?
- What means of transport do people use?
- Are you happy with the transport?
- What is your favourite transport?
- Do you feel safe when you use public transport? etc.

15b. Write a paragraph about your view on transportation in your local place.

- **Topic sentence** – *I'm Ankhaa from Erdenet. I'm going to write about public transport in my town.*
- **Body of the paragraph** – (This part includes means of transport people use)
- **Concluding sentence** – *I think it's … and … .*

16a. Study the sentences and choose *a* or *b* in the explanations.

It is comfortable to travel by train.
It is cheap to buy a car in Europe.
It is fast to catch a taxi.
It is good for the environment to use electric cars.

1. We use impersonal sentences to express … .
   a. an opinion b. a prediction
2. We use *It is + adjective + infinitive* in … sentences.
   a. impersonal b. personal

16b. Make impersonal sentences using the expressions.

It's safe / dangerous to
- stop near the kerb.
- get on and off when the bus has stopped.
- cross the road when the red man is showing.
- run across the road.
- walk where there are no street lights.
- use a mobile phone/ an earphone when you cross the road.
- walk on the pavement.
- wear a cycle helmet.

17a. What is good and not so good about different ways of travelling? Put (√) for good and (×) for not so good in the boxes.

It's	Quick 	Cheap 	Healthy 	Fun 	Good for the planet 	Safe 
						
						
						
						

17b. Report your opinion on the transport to the class.

Example

It's healthy to go on foot to school.

18a. Fill in the graphic organizer.

on my own	*live near school*	*on my bike*
on foot	*leave home at ...*	*with my sister/brother*
come to school at ...	*on the bus*	*by car*
with my friends	*it takes about ... min*	*live far from school*

Getting to school

- **Where** ....
- **How** ....
- **How long** ....
- **With whom** ....
- **When** ....

18b. In pairs, talk about how you get to school. Use your graphic organizer.

Example

Student 1- Where do you live?
Student 2 - I live far from school, in ... .
Student 1 - How do you get to school?
Student 2 - First, I go to the bus stop. I take the number 26 bus to...

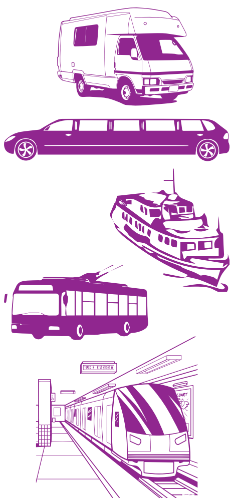
19. Write a composition "My journey to school" using 120-150 words. Use the following plan.

Introduction - What are you going to talk about?
Paragraph 1 - Where do you live? How do you get to school?
Paragraph 2 - Describe your way to school. Is it easy/difficult to get to your school? Explain why.
Conclusion - What can be done to make your journey safer/ shorter/ better/ quicker?

SELF-CHECK

VOCABULARY

1. Find 10 names of transport in the word search.



S P A C E S H I P R C O S G W

Z L Y U B V I E E O A U Y D N

D T I R H U Z T A O R S E B P

X N T M R Y P C N U A S O R D

S U U Z O O H J P M V U B V Q

N R B O C U L U S R A B S C H

P I Q I R S S K W K N Y N W E

R N L U V G K I Y R R E F H T

I E D X X F R W N V C L V K D

H M B Y A V M E M E Q L J R O

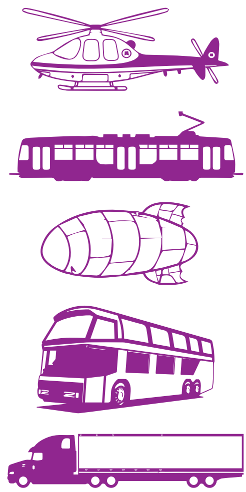
V V I I D A A K D H D O Y H F

Z P B W L D R T F N I R W Q N

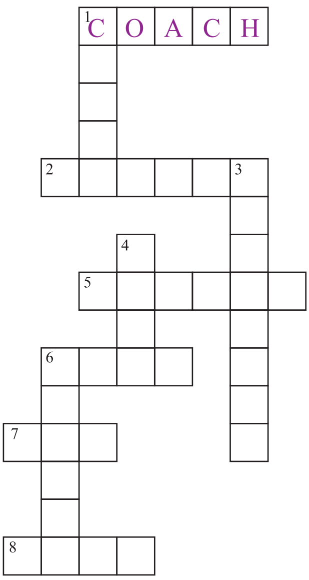
U V Y F F M T Q J D U T Q R G

S O I D X R V H R B H M N J V

L D H Z R T S G Q X O D Y L U



2. Do the crossword.



Across:
1. a large vehicle for carrying many people, like a bus but for long journeys
2. to go away or leave, especially on a journey
5. a small port used for pleasure rather than trade
6. the people who work onboard a plane or ship
7. lane portion of the road specifically for buses
8. the edge of a raised path nearest the road

Down:
1. lane portion of the road which is only for the use of cyclists
3. changing transport before arriving at the destination
4. the total cost of a journey
6. a journey taken on a ship within a certain period of time

3. Complete each sentence with a word from the box.

a transfer *a caravan* *departs* *a cycle lane* *fares* *a bus lane*

1. Many people take …with them on holiday. In many ways , it is like taking your home with you.
2. It's safe to use … when you ride a bike.
3. Bus …are getting more expensive.
4. It's not allowed to use … on the busy road.
5. The train to Erdenet … everyday, at 10 a.m.
6. The woman uses … to ride two buses.

USE OF ENGLISH

4. Read and choose the words that complete the text best.

The World Solar Challenge Race 1) … first … by a Danish environmentalist Hans Tholstrup who built the first solar-powered car in 1982. The cars start in Darwin, in the far north of Australia, and the fastest usually cross the finish line about four days and 3000 kilometres later in Adelaide, on the south coast. The car drivers 2) … only … to race during daylight hours each day to reduce risk of collisions with kangaroos.

One of the cars which took part recently, named Stella, known as the world's first "family solar car", 3) … by students at a university in Holland. The car 4) … in reflective solar panels that absorb the rays of the sun and provide the power for the battery.

In 2013, 38 cars started the challenge, but many did not complete it. One car 5) … the road by a gust of wind and some could not continue because their car's mechanical parts 6) … in dust from the roads in the outback. The winner was a Dutch team which completed the route in 36 hours at an average speed of 90 km per hour.

freeresources.com

1.	a. is … organised	b. was … organised	c. were … organised
2.	a. are … allowed	b. is … allowed	c. was … allowed
3.	a. are created	b. is created	c. was created
4.	a. were covered	b. are covered	c. is covered
5.	a. were blown off	b. was blown off	c. is blown off
6.	a. were covered	b. was covered	c. is covered

5. Underline the correct word.

1. Look to the right and left when you get off *the bus / taxi.*
2. Only get on and off when *the bus /car* has stopped.
3. When a school bus stops on roadway to pick up or drop off *students / bus fare*, all traffic must stop.
4. David is picking up *his flight / his friend* at the airport – he should be back soon.
5. I drove *my son /road* to college.

6. Put the words in the correct order to make sentences.

1. to stop / dangerous / It’s / near the kerb.
2. safe / It’s / a cycle / to wear / helmet.
3. It’s / to ride / cheap / to work / a bus.
4. to drive /exciting / a / car / race / It’s.
5. driving / to have / necessary / It’s / a license.
6. the bus / It’s / to wait / for / nervous.
7. interesting / hybrid / It’s / to know / about / cars.

LISTENING AND SPEAKING

7a. Match the verbs and their meanings.

1. set off — a. to leave transport
2. get off — b. to move from one bus or train to another
3. change — c. to begin a journey

7b. Complete the sentences with the correct verb.

takes get off change set off sit down live walk (x2)

Example
I live in North West London.

1. I … to the college where I work.
2. It … me about an hour to go work.
3. First, I … to the underground station.
4. I … trains at Euston.
5. I … at Victoria.
6. The trains aren’t crowded and I can usually … .
7. In the morning I … quite early.

8a. Listen to Anne and choose *a*, *b* or *c*. She is talking about … .
a. her daily work b. journey to work c. public transportation

8b. Listen again and put Anne’s journey in the correct order (1-6).

a. I get off at Victoria.	
b. I change from the Northern Line to the Victoria Line.	
c. I take the train.	
d. I walk to the underground station.	1
e. I walk to the college where I work.	
f. I change trains at Euston	

9. In pairs, talk about how Anne goes to her work.

READING AND WRITING

10a. Read the text and choose the best title.

a. Environmentally friendly cars b. Future cars c. Gasoline cars

Automakers have gone far beyond just gasoline or diesel engines. There are new and environmentally friendly technologies such as hybrid cars, plug-in hybrid, electric, and even hydrogen cars.

Hybrid cars are those vehicles that use two or more different power sources to move the vehicle. Apart from gasoline engine, these vehicles have an electric motor and a battery, but still they can't be plugged in and recharged. In the field of hybrid vehicles, Toyoto is a leader. It introduced the Toyoto Prius in 1998 which is broadly accepted by reducing air emissions up to 90%.

Battery electric cars run on energy stored in batteries and have an electric motor. As these vehicles are operated entirely by electricity, they don't produce emissions. These vehicles have the highest-capacity batteries and the most range, but once the battery is depleted, it needs to be recharged, which can take a few hours. Even though electric cars are expensive and sometimes have a bit of a charging problem, these cars are an excellent option.

Plug-in hybrid electric cars are hybrid electric vehicles, except that in PHEV, batteries can be charged by plugging them into an outlet. These vehicles come with high-capacity batteries that allow them to drive for a longer period of time. These vehicles can even drive solely by an electric motor for a certain amount of miles without consuming gasoline. As these vehicles run on electricity that is a clean energy source, they contribute less to global warming.

Wikipedia, The Free Encyclopedia

10b. Read again and answer true (T) or false (F).

1. Hybrid cars run on gasoline and electricity. T F
2. Battery electric cars have two different power sources. T F
3. Battery electric cars are not cheap. T F
4. Hybrid cars reduce air pollution. T F
5. It takes a few minutes to recharge batteries in electric cars. T F
6. Batteries in Plug-in hybrid electric cars can't be recharged. T F
7. All three cars are environmentally friendly. T F

11. Write a paragraph about advantages of electric and hybrid cars using the ideas from the text.

- Topic sentence – What are the environmentally friendly cars?
- Body – What advantages do they have?
- Concluding sentence - Do you suggest people to buy them?

How well can you do these things? Tick (√) the columns.

I can …	Very well	Well	Not well
use words related to transport and travelling by public transport			
use sentences in past and future passive forms			
talk about different means of transport around the world			
read and understand factual information about transport in Mongolia			
listen and understand people's opinions on transport			
write about my journey to school			



From Place to Place

Unit 7. CELEBRATIONS AND PLACES

LEARNING OBJECTIVES

Listening

L1 Understand the main idea of the radio programme
L2 Understand specific information about celebrations
L4 Understand the implied meaning about celebrations in different countries
L5 Recognise the opinions of speakers about their favourite holidays

Speaking

S7 Interact with peers to negotiate, agree for answering questions about celebrations and places
S6 Link comments with some flexibility to what others say about holidays and celebrations
S8 Use appropriate vocabulary to describe pictures of events and celebrations

Reading

R1 Understand the main points in texts about holidays
R2 Understand the specific points in texts about holidays
R3 Read fiction and non-fiction texts about history of festivals around the world
R5 Recognise descriptive and factual writing

Writing

W3 Write personal feelings about the celebrations/holidays
W1 Brainstorm, plan and write about the celebration
W2 Write about factual past events about celebrations using the given information
W4 Develop coherent arguments supported by examples and evidences

Use of English

UE10 Use a growing range of present continuous forms to express future plans
UE3 Use comparative structures of adjectives including *as…as*, the *same as…*, *different from*
UE9 Use active and passive forms for simple tenses
UE17 Use *who, which, how, when, why* and *where*

1. In pairs, ask and answer the questions.

1. What holidays and celebrations are popular in the world?
2. What holidays and celebrations are important in your country?
3. What is your favourite holiday? Why?
4. Do you go to school on holidays?

2a. Put the phrases under the pictures. Some of them can be used with more than one picture.

- *Happy New Year!*
- *Happy anniversary!*
- *Thanks for coming.*
- *It's lovely, thank you very much.*
- *Happy birthday!*
- *Congratulations!*
- *I hope you'll be very happy!*
- *Good luck!*
- *The best of luck for the New Year!*
- *Happy Halloween!*
- *Trick or treat!*
- *Happy Children's Day!*
- *Happy Tsagaan Sar!*


1. New year
...


2. Birthday
...


3. Halloween
...

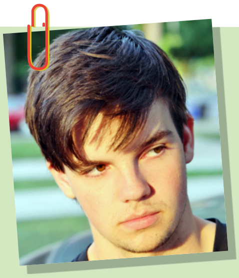

4. Tsagaan sar
...


5. Wedding
...


6. Children's day
...

2b. Listen, check and repeat.

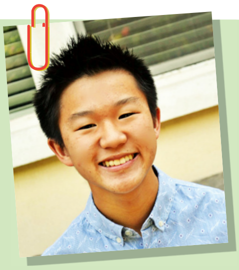
3a. Read three plans and answer. What do these three plans have in common?



This summer my family is celebrating our parents' silver wedding anniversary, so we are renting a house in the mountain for two weeks. They are staying with us for a week. I'm sure it'll be great! We are planning to do a lot of exciting things during the month. My elder sister is the one who gave this idea to us. My brothers and sisters are all very busy at the moment thinking of surprises for our parents and more fun activities to do in the mountains.



I'm having a big party on my birthday this year. The reason why I am having this party is the gift from my grandparents. I received a big amount of money from them for my 18th birthday celebration. I have already started listing the names of guests and sending invitations. I hope they all come. I'm buying presents for everyone so I'll be really busy in December. It's a lot of work not only for me but also for my family. But I feel happy to share my happiness with people I love and respect.



We are celebrating Halloween at my school next Friday. All of us are decorating the school. Some of us are making masks and sewing special costumes. The boys are bringing pumpkins and girls are preparing snacks for all the students. We are inviting our teachers for the celebration. Also we are playing some fun games.

3b. Read again and complete the chart.

	What are they celebrating?	Where are they celebrating?	Who are they celebrating with?	When are they celebrating?
Dann				
Sarah				
Tulga				

4a. Study the sentences and choose *a, b* or *c* in the explanations.

This summer my family is celebrating my parents' silver wedding anniversary.
We are celebrating Halloween at my school next Friday.

1. In these sentences we use present continuous to talk about … .
   a. present activities b. past activities c. future activities
2. We use the present continuous to talk about … .
   a. things we want to do
   b. things we think we will probably do
   c. things we have definitely arranged to do

4b. Write sentences using prompts.

Example
My brother / take / the exam / next week.
My brother is taking the exam next week.

1. Dan / see / a doctor / Monday.
2. We / celebrate Christmas / grandparents' house.
3. Josh and Jane / get married / in July.
4. You / go to Paris / to see your friends?
5. My teacher / come from/ Japan soon.
6. she / buy presents / for relatives?
7. My friends / come / to see me / in April.
8. His grandparents / move/ to the country / soon.

5. In groups, ask and answer the questions.
- When is your birthday?
- What special things do you do?

6a. Match the words to the pictures.
a. Dancing a waltz
b. Blowing out candles
c. Giving red envelopes
d. Nose greasing


1


2


3


4

6b. Listen to the radio programme. What celebration are they discussing?

6c. Listen again and tick (√) the country and activities mentioned.

Activities	Countries						
	Japan	Central/South America	Italy	Britain and Ireland	Vietnam	Canada	The USA
Nose greasing							
Giving the bumps							
Pulling ears							
Blowing out candles							
Singing a song							
Dancing a waltz							
Wearing new clothes							
Giving red envelopes							

7. Study the sentences and match 1-3 to *a, b* or *c*.

Birthday traditions in Ireland are the same as in Britain.
Japanese birthdays are different from Vietnamese birthdays.
New Year's Day is as important as the birthday.
Giving the bumps is not as popular as it used to be.

When comparing things and people:

1. We use *the same as* — a. when there is no similarity.
2. We use *different from* — b. with adjectives.
3. We use *(not) as … as* — c. when there is no difference.

8. Look at the chart in activity 6c and make sentences. *Use as … as, not as … as, different from* and *the same as*.

Example

In Canada, the birthday child's nose is greased with butter.
It's different from Irish birthdays.

1. ears are pulled / Canadian birthdays
2. bumps are given / British birthdays
3. dance the waltz / Vietnamese birthdays
4. sing a song and blow out candles / American birthdays
5. wearing new clothes / exciting / giving red envelopes
6. giving the bumps / unusual / nose greasing
7. pulling ears / not popular / blowing out candles
8. vietnamese birthdays / not romantic/ birthdays in South America

9a. Look at the list of birthday activities and write which take place before (B) and which during (D) the party.

- wear birthday hat - D
- play games
- decorate the house
- make/buy a birthday cake
- write invitations
- dance and listen to music
- open presents
- blow out candles on the cake
- say best wishes
- prepare food



9b. In pairs, tell each other how you celebrate your birthday.

9c. Tell differences and similarities about your last birthdays. Think about:

- guests
- food
- gifts
- activities you have done

Example

This year my birthday was a little bit different from last year's. A birthday cake this year was not as big as last year's. Food was the same as last year's.

10. Write 3 paragraphs about your recent birthday.

- *Introduction:* *When and where did you celebrate it?*
- *Paragraph 1:* *What did you do before the birthday party?*
- *Paragraph 2:* *What did you do during the birthday party?*
- *Paragraph 3:* *What differences and similarities were between this and last year's birthdays?*
- *Conclusion:* *How did you feel about the birthday party?*

Begin with:

I usually celebrate my birthdays at home with my family and friends. ...

11a. Listen and write the names of the celebrations for the pictures.

Naadam / Mongolia , Samba carnival / Brazil, Birthday / Japan , Christmas / the USA, Tulip festival / Canada



1. ...



2. ...



3. ...



4. ...



5. ...

11b. Listen to the texts again and take notes.

	A	B	C	D	E
Country	Mongolia	…	…	…	…
Celebration	…	carnival	…	…	…
Time	…	…	day of birth	…	…
Events	…	…	…	eat turkey	…

12. In groups, choose one of the celebrations and make a poster. Then present to the class.



13a. Read the short paragraphs and answer. Are these holidays the same or different? Why?



a. Tsagaan Sar
Mongolians celebrate their traditional holiday "Tsagaan Sar" in January or February by lunar calendar. Every family prepares traditional dishes like buuz, mutton, dairy products and elegant clothes to wear before the beginning of the celebration. Tsagaan Sar lasts for three days. On these days people visit elders to greet, exchange snuff bottles and say good wishes to each other.



b. New Year's Eve
Australians usually have parties in their houses on New Year's Eve. They send invitations to friends and decorate their houses with colourful balloons and lights. They also buy drinks and prepare delicious food. On the evening of December 31st people dress in their best clothes and go to parties. People often set off magnificent fireworks in the street too.

13b. Read short paragraphs again and rewrite them in the passive. Explain the differences between active and passive forms.

14a. Match the pictures to the words.

decorations *crowded shops* *candles* *masks* *a wish*
fireworks *a beach* *flowers* *a fancy dress ball*



1. ...



2. ...



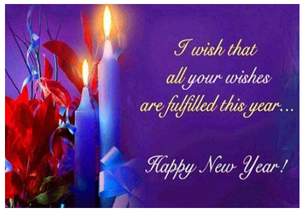
3. ...



4. ...



5. ...



6. ...



7. ...



8. ...



9. ...

14b. Listen, check and repeat.

15a. Read the texts and choose the correct answer. Is it about a. Christmas? or b. New Year?

Japan (Keiko)
December is a very busy month in Japan. We clean our houses, cook, go shopping and write cards. The New Year celebrations begin on December 31st. On these days transport is very crowded too. People travel to see their family and friends. Shops are crowded and everybody is very busy.
On New Year's Eve we eat soba, which is a special Japanese dish. On New Year's Day, many people go to the temple. They make wish for good health, happiness and peace. These days lots of young people go out with their friends. Adults drink Japanese wine, called sake.

Brazil (Angela)
In all cities in Brazil, we have a big party on New Year Eve. People begin to prepare for the party in the morning on the 31st of December, and the fireworks start at midnight. They last for about thirty minutes and everybody makes a wish for good health, love and money.
People who live in cities on the beach go for a swim and throw flowers in the sea and make a wish. Some people light candles in the sand on the beach for good luck. Most people wear white clothes on New Year's Eve to bring good luck and peace for New Year.

The United States (Justin)
We begin celebrating New Year on December 31st. People have fancy dress party and wear costumes and masks. Many people meet in squares and on bridges to watch fireworks.
At Time square, in New York, a lighted ball drops slowly from a tall building a minute before midnight. People count down at the same time. When the ball reached the bottom, people hug and kiss, and wish each other a Happy New Year!
On January 1st, we visit friends, relatives and neighbours. Families and friends watch television together.

15b. Read the text again and answer the questions.

1. Who goes to the temple on New Year's Day?
2. What are the preparations for the New Year's Eve in Japan?
3. How long does the firework last in Brazil?
4. Why do people wear white clothes in Brazil?
5. Where do people in New York go to on December 31st ?
6. What are the four activities people do in these countries?

16a. Study the questions and match 1-5 to a-e.



We use:

1.	*who*	*a. to ask about places*
2.	*what*	*b. to ask about manners*
3.	*where*	*c. to ask about a person or people*
4.	*why*	*d. to ask about things*
5.	*how*	*e. to ask about reasons*

16b. Fill in *who, what, where, when, why* and *how*. Then answer.

1. … do you celebrate your birthday?
2. … do you celebrate Halloween with?
3. … is Tsagaan Sar an important holiday in Mongolia?
4. … do Mongolians celebrate Naadam?
5. … do people celebrate Tulip festival?
6. … do people do on the New Year's Eve?

16c. Make questions for the following ideas about New Year in Mongolia.

Example

What do you receive from your friends?

- receive New Year cards
- celebrate New Year at Chinggis square
- watch performance at Chinggis square
- cook delicious food
- watch fireworks
- go to a fancy dress party
- December 31st
- watch TV
- give presents
- decorate a New Year tree



17. Write a short paragraph about New Year celebrations in Mongolia. Use the texts in 15a as a model.

18. Match the words to the pictures.

a broom	*a cat*	*a bat*	*a skeleton*
a witch	*a spider*	*a spider's web*	*a tombstone*



1. ...



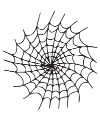
2. ...



3. ...



4. ...



5. ...



6. ...



7. ...



8. ...

19a. Match the words to their definitions.

1. evolve	a. a woman believed to have magic powers
2. evil	b. framework of bones in a person's or an animal's body
3. ghosts	c. sugary treats given to children at Halloween
4. pumpkin	d. a lantern carved from a pumpkin, with a candle inside
5. Jack O'Lantern	e. the form of a dead person that you cannot see
6. witch	f. develop gradually
7. candy	g. bad, cruel, or very unpleasant
8. skeleton	h. an orange vegetable which is always carved to make Halloween lantern

19b. Listen and check your answers.

20a. Read the text about Halloween. What was the reason for celebrating it?



The history of Halloween is counted over 2,000 years. The Celts, who lived in what are now Ireland, the UK, and parts of Northern France, started to celebrate this holiday on November 1st as their New Year's Day. It was believed that the night before the New Year (October 31) was a time when the living and the dead came together.

As the Celts, the European people also believed that the ghosts would visit the earth on Halloween and they would cause problems or hurt people. So on that night people wore costumes that looked like ghosts or other evil creatures. They thought if they dressed like that, the ghosts would think they were also dead and not harm them.

The tradition was carried to America by the immigrating Europeans. Some of the traditions changed a little, though. For example, on Halloween in Europe some people would carry lanterns made from turnips. In America, pumpkins were more common. So people began putting candles inside them and using them as lanterns. That is why you see Jack O' lanterns today.

These days Halloween is not usually considered a religious holiday. It is a fun day for children. Children dress up in costumes like people did a thousand years ago. But instead of worrying about evil spirits, they go from house to house. They knock on doors and say "trick or treat." So people give them candies or something special to each child.

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20b. Read again the text again and answer true (T) or false (F).

1. Over 2,000 years ago the Celts lived in Italy, and parts of Northern France. T F
2. The Celts thought the ghosts returned to the earth on Oct. 31st. T F
3. A thousand years ago Europeans wore costumes to get candy. T F
4. Americans still carve turnips to use as lanterns. T F
5. Today Halloween is especially for children. T F
6. Children get candy by saying "trick or treat." T F

21a. Do the quiz and check your answers with your partner.



1. An animal that symbolizes evil and bad luck and is witch's pet
   a. bat b. owl
   c. black cat

2. A small creature that catches insects in a web.
   a. rat b. spider
   c. frog

3. A pointed covering for the head that witches wear.
   a. witch hat b. witch cap
   c. witch crown

4. A spirit of a dead person represented as a pale transparent image.
   a. skeleton b. mummy
   c. ghost

5. A typical Halloween character that is a vampire.
   a. Werewolf b. Dracula
   c. Troll

6. A brush on the end of a long handle that witches use to fly.
   a. wire brush b. broom
   c. mop

7. A hollowed out pumpkin with a face cut in one side and a candle put inside.
   a. jack-o-lantern b. tom-o-lantern
   c. miss Pumpkin

8. Sweet food made of sugar.
   a. cake
   b. candles
   c. biscuits

9. A woman with evil magic powers.
   a. witch b. zombie
   c. skeleton

10. A frame of bones that supports a human body.
    a. ghost b. zombie
    c. goblin

11. A representation of a dead person.
    a. death
    b. goblin
    c. zombie

12. Nocturnal small animals that look like mice with wings.
    a. bats b. rats
    c. owls

13. Large round vegetables with hard orange skin.
    a. eggplant b. courgette
    c. pumpkins

14. Children dress up frightening costumes and visit people's homes.
    a. demand sweets
    b. trick or treat c.strolling

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21b. Write a description of the Halloween party you ever attended.

Introduction – What celebration was it?
Paragraph 1 – When and where it took place?
Paragraph 2 – What activities were done?
Conclusion – How was your feelings?

SELF-CHECK

VOCABULARY

1. Find 8 different objects in the haunted house.



2. Use the expressions in the sentences.

Blows out candles	*nose is greased*	*Thank you for coming*
dance a walt	*red envelopes*	

1. In Central and South American countries 14-15 year –old girls ... with their father on their birthday.
2. In Vietnam, adults give children … to wish them good luck.
3. … to my parents' wedding anniversary.
4. The birthday child usually … at the birthday party.
5. In Canada, the birthday child's … .

3. Find the odd one out.

1. fireworks, present, a tree, a pumpkin, a turkey
2. wrestling, archery, horse racing, flowers, a stadium
3. a candle, a cake, a present, a card, an anniversary
4. a ghost, a snuff bottle, a witch, a lantern, a candy
5. prepaing buuz, cleaning the house, greeting elders, wearing deel, dancing

USE OF ENGLISH

4. Look at Telmuun's plan for the birthday party and make sentences.

Example

I'm buying a cake on Tuesday.





5. Complete the sentences with *as … as, the same as …, … different from … .*

1. For Mongolians, Naadam festival is … important … Tsagaan sar.
2. Christmas cards are … New Year cards.
3. Halloween costumes are completely … wedding dresses.
4. Nowadays Halloween is becoming … popular … birthdays.
5. Birthday traditions in Japan are … those in the USA.

6. Match the questions to the answers.

Questions	1	2	3	4	5	6
Answers	b					

1. What holidays are the most exciting in your country?
2. Why do children wear special masks and costumes on Halloween?
3. When is Tsagaan Sar celebrated?
4. How are the houses decorated on New Year Eve?
5. Where do people meet New Year in New York?
6. Who knocks on doors and says "trick or treat"?

a. Children
b. Naadam, Tsagaan sar and New Year
c. Because they want to look like skeletons and ghosts
d. In January or February by lunar calendar
e. At Times Square
f. With colourful lights and balloons

LISTENING AND SPEAKING

7a. Listen to the speakers and say what they are talking about … .
a. their favourite holidays or b. their countries

7b. Listen to the speakers again and fill in the chart.

	Name	Country	Favourite holiday	Why he/she likes it?
Speaker 1				
Speaker 2				
Speaker 3				
Speaker 4				
Speaker 5				

8a. Interview at least 5 of your classmates. Ask these questions.
- What is your favourite holiday?
- Why do you like it?

8b. Report your findings to the class.

READING AND WRITING

9a. Read the text and answer. Why do people celebrate a Valentine's Day?



A Valentine's Day is celebrated on February 14th. The Valentine's Day is a holiday celebrating love.

On this day people send greeting cards called 'Valentines' to their sweethearts, friends and members of their families. The greeting cards are sometimes in the shape of heart, and are made out of red and white paper. Often inside a card there is a message that says, 'Be my Valentine'. Many people also give candies, chocolate, or flowers. Sometimes they have a party or a dance.

9b. Read the text again and answer the questions.
1. When is a Valentine's Day celebrated?
2. Why do people celebrate it?
3. What do people do during the Valentine's Day?
4. Have you ever sent Valentine's Day cards? To whom?
5. Have you received a Valentine's Day card?

10. Look at the chart, choose one of the celebrations and write about it.

Celebrations	Dates	Preparations	Activities
Halloween	October 31st	Costume, Pumpkin, Candles, sweets	Party Trick or treat
Naadam	July11th	National costume Traditional food	Horse racing Wrestling Archery National costume festival
Christmas	December 25th	Christmas tree, Gifts, Stocking,	Cooking turkey
Tsagaan Sar	January or February	Traditional food / games, national costume, gifts,	Cleaning house, visiting elders, gathering, exchanging snuff bottles, saying good wishes

Introduction - What's the celebration?
Paragraph 1 - When and how to prepare?
Paragraph 2 - What activities do people do?
Conclusion - How do you feel about it?

How well can you do these things? Tick (√) the columns.

I can …	Very well	Well	Not well
use words related to celebrations and festivals around the world			
use sentences with *as…as, the same as…, different from…* to compare things			
use present continues for future			
use question words *what, where, how, when, why* and *who*			
talk about different activities about celebrations and places			
read and understand texts about celebrations and places			
listen and understand people's feelings about different celebrations			
write a description about favourite holidays/ events/festivals/ celebrations			

From Place to Place

Unit 8. CLIMATE AND ENVIRONMENT



LEARNING OBJECTIVES

Listening

L1 Understand the main points on weather forecast and in dialogues on helping the environment
L2 Understand the most specific information on weather forecast and helping the environment
L4 Understand the implied meaning from texts on climate changes and environmental problems
L5 Recognise the speakers' opinions about recycling
L7 Begin to recognise typical features at word, sentence and text level

Speaking

S7 Interact with peers to negotiate, agree and organise priorities and plans for completing tasks
S2 Ask questions to clarify meaning about weather forecast and weather change
S8 Use appropriate subject-specific vocabulary and structures to talk about weather forecast
S1 Use formal and informal registers in their talk on helping the environment
S6 Link comments with some flexibility to what others say at sentence level

Reading

R1 Understand the main points in texts on weather and recycling
R2 Understand specific information in texts about unusual rain
R9 Understand the detail of an argument on environmental problem
R3 Understand non-fiction texts related to climate and environment

Writing

W4 Develop coherent arguments when writing a paragraph
W3 Write about personal feelings and opinions about suggesting 'green' things the school can do
W1 Brainstorm, plan and write about weather and green things

Use of English

UE7 Use simple perfect vs. simple past forms
UE17 Use relative clauses including *who, which,* and *that*
UE13 Use modal forms for a function: *should / shouldn't* for advice and *must / mustn't* for rules
UE9 Use active and passive forms for a modal verb *can/can be*

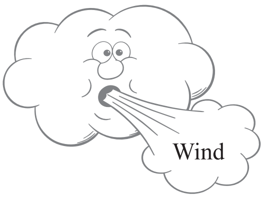
1. In pairs, discuss the questions.

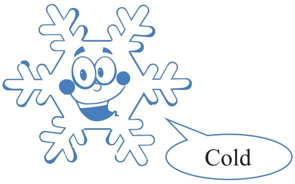
1. What is your favourite type of weather?
2. Why do people often talk about weather?
3. Do you check weather reports regularly?

2a. Put the weather words in the correct line.

drizzle, hurricane, breeze, hail, sleet, frost, bluster, shower, downpour, blizzard, gale, thunder







...	...	...	...	...	...
...	...	...	...	...	...

2b. Listen, check and repeat.

2c. Complete the sentences with the words in 2a.

Example

There was a bad gale last night, and trees in our garden fell down.

1. There was a bad … last night, and trees in our garden fell down.
2. A ... swept through the state, causing terrible destruction.
3. It was the heaviest … ever recorded.
4. I couldn't sleep because the ... was so loud.
5. The children were out playing in the … .
6. The … killed all the flowers in the garden.
7. April … bring May flowers.
8. It's boiling hot in summer. Sometimes a … wind blows in our city.
9. It was not too hot and we had a cool … as we cycled downhill.

3a. Read the text. Is the text about … ?
a. types of weather or b. types of rain

There are several ways of describing the weather. You need to describe the amount of sun, the level of precipitation, the strength of the wind and the temperature. There are also possibly one or two other aspects to think about.

The first thing many people describe is the sun. They say if the weather is sunny or not. When there are a lot of clouds the sun's light is stopped from reaching the surface of the Earth. When this happens it is said to be dull.

Next people think about the precipitation. This is the amount of rain, hail, sleet or snow. Very light rain is called drizzle while very heavy rain is a downpour. If it is raining a lot of people say they get soaked, which means very wet. Precipitation does not need to be liquid water. It could be solid ice and fall as hail or as ice crystals and fall as snow. Sleet is rain that has not fully turned into snow.

The wind would be described as either a breeze, which is a weak wind, or a gale, which is a very strong wind.

Then the amount of sun and wind affects the temperature. If it is dull it will be cooler than if it was sunny. If there is a strong wind it will feel colder than if there was no wind. A cold temperature would then influence the precipitation: if it is below zero degrees Celsius the rain will freeze and become snow.

The final types of common weather are mist and smog, both of which form in the air and stop people from seeing very far. Smog is caused by pollution, while fog is due to water vapor being in the air.

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3b. Read again and answer true (T) or false (F).

1.	The sun, precipitation, wind and the temperature are main aspects in the weather description.	T	F
2.	When sunlight can't reach the Earth, the weather will be sunny.	T	F
3.	Precipitation includes amount of rain, hail, sleet or snow.	T	F
4.	A very heavy rain is drizzle.	T	F
5.	A very weak wind is called a gale.	T	F
6.	It snows when it is below zero degree.	T	F
7.	People will be able to see very far because of mist.	T	F

4a. Study the sentences and choose *a* or *b* in the explanations.

It is hot and sunny with only a little rain sometimes.
It is drizzling outside.
It will be wet, windy and chilly.
It is going to be boiling hot tomorrow.

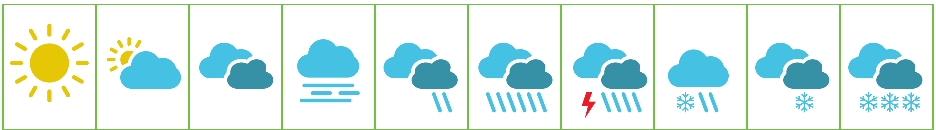
1. When we talk about the weather at the moment we use … .
   a. *It is* + adjective / *It is a* + adjective + noun / *It is* + Verb + *-ing*
   b. *It was* + adjective / *It was a* + adjective + noun / *It was* + Verb + *-ing*
2. When we talk about the weather forecast we use … .
   a. *It will be* + adjective / *It is going to be* + adjective
   b. *It is* + adjective / *It is* + Verb + *-ing*

4b. Make the sentences using the given words.

Example
It will be chilly and damp in the evening.

1. sunny / boiling (happening now)
2. windy / dry (forecast)
3. cloudy / cool (happening now)
4. misty/chilly (forecast)
5. overcast /rainy (forecast)
6. drizzle / hail (happening now)
7. chilly / damp (forecast)
8. breeze / morning (happening now)
9. a blustery day (happening now)
10. downpour / hailstones (forecast)
11. a freezing evening (happening now)
12. gloomy / cool (forecast)

5. Look at the weather symbols and match them to their definitions.



1	2	3	4	5	6	7	8	9	10

a. cloudy and gray
b. cloudy with big amount of snow
c. partly cloudy
d. clear, daily sunny
e. cloudy with small amount of snow
f. misty and cloudy (overcast)
g. cloudy with small amount of rain and snow
h. cloudy with small amount of rain
i. cloudy with big amount of rain
j. cloudy with big amount of rain and lightning

6. In pairs, take turns to ask and answer the questions.

1. What's the forecast for tomorrow?
2. How much do you trust the weather forecast? How often is it wrong?
3. Do you check the forecast when you are planning a trip?
4. Have you ever experienced extreme weather?
5. Have you ever had your holidays ruined because of bad weather?
6. Does the weather change your mood? How?

7a. Listen to the radio reporter. Is she talking about a. climate changes *or* b. weather forecast ?

7b. Listen to the reporter again and complete the chart.

	Country	Weather	Clothes
1	Mongolia	……………………	……………………
2	……………………	……………………	raincoat
3	……………………	boiling	……………………

8a. Write a weather forecast for two different cities. Include the sun, precipitation, wind and the temperature.

Example

In Sydney, it will be sunny and hot on Monday.

IRKUTSK, RUSSIA

JAN 23-29
MONDAY
-23° Clear

TUESDAY	-20°
WEDNESDAY	-25°
THURSDAY	-28°
FRIDAY	-27°
SATURDAY	-22°
SUNDAY	-26°

SYDNEY, AUSTRALIA

JAN 23-29
MONDAY
30° Clear

TUESDAY	29°
WEDNESDAY	25°
THURSDAY	23°
FRIDAY	20°
SATURDAY	30°
SUNDAY	36°

8b. In groups, present the weather forecast as a TV reporter.

Example

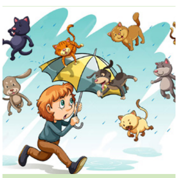
I'm Telmuun and welcome to the weather forecast ... .

9a. Read the weather idioms and match them to their meaning.

a. It is raining heavily.
b. a prolonged period of dry weather
c. very cold weather
d. wet, rainy weather
e. It suddenly starts to rain a lot.



1. Lovely weather for ducks



2. Raining cats and dogs



3. Heavens open



4. Dry spell



5. Colder than a witch's elbows

9b. Fill in the gaps with the correct idioms from 9a.

1. It is … but the sky looks beautiful.
2. *Bold:* What a lot of rain!
   Tom: Yeah. … Don't care for it much myself.
3. I left my garden for a week, just at the close of the … .
4. It was … so all flights were cancelled and I could not join the marriage ceremony of my brother.
5. Children got wet while they were playing in the park, because … .

10a. Read the news reports and answer. What are they talking about?

It has never rained cats and dogs, but it has rained frogs, fish, and birds. Unusual rain is one of the strangest phenomena in the world. Read this week's reports.

a. Kate Walker was in her garden when she thought it had begun to rain heavily. She was shocked when she saw small brown crabs falling from the sky. She counted 20 of them. She was particularly surprised because the nearest river was a kilometer away.

b. Mrs. Chelsea Kern was driving in Scotland when she went into a severe storm. It was raining heavily. To her surprise she saw hundreds of frogs on her car.

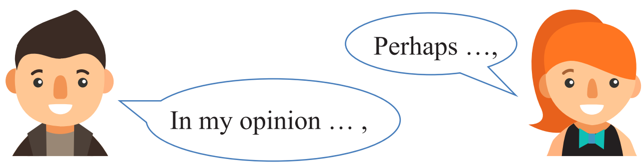
c. 10 people in an Indian village near Madras reported fish rain. In a storm, they picked up fish that weighed 4 kg.

d. Mr. Washington from Baltimore, USA, reported rain from a clear cloudless sky. Here is what he said: "It was a beautiful morning, the sky was bright blue without a cloud in it. Suddenly it began to rain. I was really surprised, because there was not a cloud in the sky.

10b. Read each headline (1-4) and match it to the paragraphs (a-d).

1. It has rained from clear skies
2. It has rained fish
3. It has rained crabs
4. It has rained frogs

10c. Read the paragraphs again discuss in groups. How could it happen?



11a. Study the sentences and choose *a* or *b* in the explanations.

It has rained frogs in Scotland.
Mrs. Kern saw hundreds of frogs on her car.

1. The … is often used to announce news.
   a. present perfect b. past simple
2. The … is used to give details.
   a. present perfect b. past simple

11b. Put the verbs in brackets in the present perfect or past simple form.

1. It … very cold recently. *(to be)*
   The temperature yesterday … as low as -20˚C. *(to be)*
2. It … for a long time. *(not/rain)*
   But it … last week. *(snow)*
3. There … a terrible dust storm in Mongolia. *(to be)*
   The storm … in the Gobi desert. *(start)*

12. In pairs, ask and answer the questions.

1. Do you think the weather is changing? If so, why do you think this is?
2. Do you think that climate change can affect the economy in a country?
3. How much do you know environment problems that face the world or your country today?
4. How will our future be affected by environmental problems?

13a. Match the words to their definitions.

1. climate change	a. rain containing acids that form in the atmosphere when industrial gas emissions combine with water
2. deforestation → h	b. the damage to soil, water, or the air by harmful substances such as bacteria, chemicals and waste
3. greenhouse effect	c. when the soil is over used
4. greenhouse gases	d. a gradual rising of earth's temperature caused by greenhouse effect
5. global warming	e. gases in the air that trap energy from the sun.
6. acid rain	f. the changing temperature, rainfall, and wind over a long time which causes drought or flooding
7. soil erosion	g. warming of earth's surface and the air above it.
8. pollution	h. the cutting, clearing, removing of forest for farming or building

13b. Listen, check and repeat.

14a. Read the paragraphs 1-4 and choose the most suitable subheading from the list (A-D) below.

☐ **A. The Ozone layer**
☐ **B. Pollution**
☐ **C. Global warming**
☐ **D. Deforestation**

1.



Scientists who study environment problems say the temperature of the earth could rise by 30˚C over the next 50 years. This may cause drought in some parts of the world, and floods in others, as ice at the north and south poles begins to melt and sea levels rise.

Global warming is caused by the greenhouse effect. Normally, heat from the sun warms the earth and then escapes back into space. But carbon dioxide and other gases in the atmosphere trap the sun's heat, and this is slowly making the earth warmer.

2.

Rainforests help to control global warming because they absorb carbon dioxide. In the recent years, large area have been destroyed, as the trees are cut down for wood or burned to clear the land for farming. The burning releases large amounts of carbon dioxide into the atmosphere.

Many rainforests grow on poor soils, and when they are cut down or burned, the soil is washed away in the tropical rains, so that the area may turn to desert. Many plant and animal species that live there could become extinct.

3.

Factories, power stations and motor vehicles pump large quantities of carbon dioxide and other gases into the air. This is a major cause of the greenhouse effect. A lot of petrol contains lead which is very poisonous and can cause brain damage in children. Most cars use unleaded petrol today and hybrid cars use batteries and petrol to use less petrol.

Some poisonous gases dissolve in water in the atmosphere and then fall to the earth as acid rain. Acid rain also damages trees and buildings, and can kill fish in lakes and rivers. Rivers can also be polluted by industrial waste from factories and chemical fertilizers and pesticides used by farmers.

4.

The Ozone layer is gas high above the surface of the earth that helps to protect it from the sun's ultraviolet radiation, which can damage our skins and cause cancer. Scientists have recently discovered hole in the Ozone layer, caused by substances called CFCs. (clourofluorocarbons)

CFCs are used in refrigerators, aerosol cans and in the manufacture of some plastic products. Some companies now make aerosols that do not contain CFCs, and these are often marked 'Ozone Friendly'.

14b. Read again and choose *a* or *b*.

1. North and South poles' ice is melting because of … .
   a. the Ozone layer b. global warming
2. … makes the earth warmer.
   a. Carbon dioxide b. Drought
3. Deforestation is result of … .
   a. cutting trees b. tropical rains
4. Tropical rains wash away … .
   a. the soil b. the animals
5. Carbon dioxide and other gases on the air cause … .
   a. greenhouse effect. b. global warming
6. Industrial waste from factories and chemical fertilizers also pollute … .
   a. soil erosion b. rivers and lakes
7. The Ozone layer protects us from … .
   a. ultraviolent radiation b. sunburnt
8. 'Ozone friendly' aerosols … .
   a. contain CFCs b. don't contain CFCs

15a. Study the sentences and choose *a* or *b* in the explanations.

Many plant and animal species that live there could become extinct.
A lot of petrol contains lead which is very poisonous.
Scientists who study environment problems discussed about global warming.
Rainforest is a place where carbon dioxide is absorbed.

1. We use … or … for people.
   a. *who / that* b. *who / which*
2. We use … for places
   a. *where* b. *when*
3. We use … or … for things.
   a. *who / that* b. *which / that*

15b. Fill in the gaps with *who, which, that* and *where.*

Example

An environmentalist is a person who studies and protects the environment.

1. An environmentalist is a person … studies and protects the environment.
2. Carbon dioxide is one of the air pollutants … causes global warming.
3. Cars … run on petrol greatly contribute air pollution.
4. Desert is an area … there is very little rain and not many plants.
5. Hybrid cars …use batteries and petrol are eco-friendly.
6. Acid rain is a problem for everyone and not just for those …live in industrial regions.
7. Joseph Farman is a scientist … discovered Antarctic ozone hole in 1984.
8. Ultraviolet rays are a harmful light … damages life on the Earth.

16a. Listen to the conversation and answer. What are speakers talking about?

16b. Listen again and choose the best answer.

1. Tom talks about _________ .
   a. turning things off b. planting more trees
2. Turning the tap off, stops ___________ .
   a. electricity from burning b. water from running
3. __________talks about technology and recycling.
   a. Tom b. Jessie
4. Tom says people in the UK are ________ at recycling.
   a. good b. bad
5. Jessie says her family is ______ at recycling.
   a. good b. bad

17a. Study the sentences. Then choose *a* or *b* in the explanations.

You should turn off lights when you leave the room.
We must save our environment.

1. We use *must/mustn't* to give …
   a. the rule   b. advice
2. We use *should/shouldn't* to give …
   a. the rule   b. advice

17b. Fill in the words in the chart. Use each word once only.

recycle   cut down   save   plant
hunt   waste   throw away   protect

We should	We shouldn't
… paper, plastic bags and bottles	… paper, plastic bags and bottles
…more trees	… more trees
… water and energy	… water and energy
… endangered animals	… endangered animals

17c. Look and write the sentences. Use *must* or *mustn't* to say what each sign means.

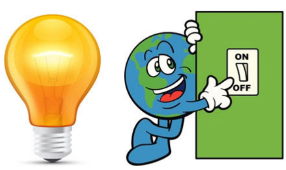
Example
You mustn't walk on the grass. You must save electricity.


Walk on the grass


No fires


No swimming


No fishing



Save electricity


No litter

18. Make sentences using the phrases. Use *must / mustn't* or *should / shouldn't.*

protect endangered animals	*turn off lights*
waste electricity	*carry an eco-bag*
plant trees	*pollute water*
recycle bottles and plastics	*smoke in the public places*
trash on the street	

Example

You should recycle bottles and plastics. You mustn't pollute the rivers.

19. In groups, discuss and give advice on how to save the environment. Use the following ideas.

- to save water
- to protect endangered animals
- to save trees

20a. Read the text and choose the best title for it.

a. Recycling **b. Keeping our environment clean**



1. **Reuse:** It means use old things in new ways. Every day we buy a lot of things from the shop. But we use them just once. For example, when we finish oil, we throw away the plastic bottle into the recycle bin. We never think that we can use the plastic bottle as a container for milk or as a flower pot.
2. **Reduce:** It means to make something smaller in size, number or price. When we go out, we can see a lot of garbage everywhere. It makes our environment uncomfortable and our body unhealthy. Why can't we stop throwing away garbage everywhere? There are many recycle bins around in the streets. Also we need to reduce the amount of garbage we create. For example: eco-friendly bags can be used by shoppers to buy food. We should avoid using plastic bags, or factories should use smaller quantities of packing materials to wrap the same product.
3. **Recycle:** It means everything can be used again. Nowadays many factories produce new products from cans, bottles, old clothes, and even left over food. As a result of these new ideas, we can use many new products every day. For example, as we see, bottles can be used as a designed light, newspapers can be used as a fashionable handbag, cans can be used as modern kitchen tiles and plastic bottles can be used as a practical recycle bin.

Finally, when we reuse, reduce, and recycle things around us, we can keep our environment clean and comfortable.

Let's look for new ideas for three Rs!

20b. Read the text again and answer the questions.

1. How many words can you see from the logo on top? What are they?
2. What do they mean?
3. How can you reuse a plastic bottle?
4. How can you reduce garbage?
5. What things can we produce using bottles, newspapers, cans and plastic bottles?
6. How can we keep our environment clean?

21a. Study the sentences and choose *a* or *b* in the explanations.

We can keep our environment clean.
Plastic bottles can be turned into a recycling bin.

1. We use *can* to express … .
   a. ability b. possibility
2. *Can* with main verb was in … in the first sentence to clarify a subject.
   a. an active form b. a passive form
3. *Can* with main verb was used in … in the second sentence to clarify an action.
   a. an active form b. a passive form

21b. Complete the sentences with the correct form of the modal verb *can*. Use an active or passive form.

1. People … *(can protect)* nature.
2. Many things … *(can recycle)* again.
3. We … *(can reuse)* most of things we buy every day.
4. Old materials … *(can use)* to make new products.
5. You … *(can use)* plastic bottles as a container.
6. Air pollution … *(can reduce)* by new technology.

22. Work in groups. Make a list of things that you can reduce, reuse or recycle. Share your ideas on how to do three Rs. Then report to the class.

Reduce plastic bags … → *Reuse plastic bottles …* → *Recycle clothes …* → *We can make a vase …*

23. Write a letter to the headmaster suggesting 'green' things the school can do. Your letter should include:

- *Introduction: (reasons for writing)*
- *Paragraph 1,2: - suggested action to be taken*
- *Conclusion: your wishes*
- *Closing remarks/your full name*

Begin your letter as follows.

Dear Headmaster,

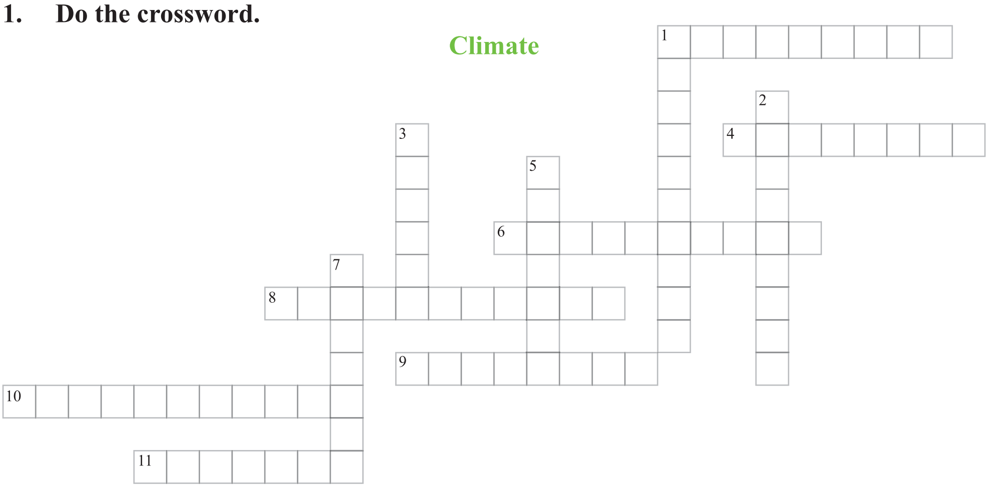
I'm writing to suggest things we all can do to make our school green. …

SELF-CHECK

VOCABULARY

1. Do the crossword.

Climate



Across:

1. rain in very small light drops
4. a short period of rain
6. heavy rain in a short time
8. a severe snow storm with strong winds
9. a light and pleasant wind
10. a violent wind which has a circular movement
11. the white, powdery layer of ice

Down:

1. the sudden loud noise during a storm
2. strong wind
3. small hard balls of ice which fall from the sky
5. a very strong wind
7. wet, partly melted falling snow

2. Write six sentences using the words above.

USE OF ENGLISH

3. Make the sentences using *should / shouldn't* or *must / mustn't*.

- use plastic bags
- cut trees in a protected area
- recycle newspapers, bottles and jars
- wash cars in the river
- reduce import of second hand cars
- use rechargeable batteries
- throw industrial waste into rivers
- organize community group to clean up local river

4. Join the sentences using *who, which, that* or *where*.

Example

Steven is an animal lover who fights for animal rights.

1. Steven is an animal lover. He fights for animal rights.
2. Global warming is a serious problem. It is discussed widely in the world.
3. Some people cut down the rainforests. Rainforests are home to many animals and plants.
4. The most devastating air pollution is recorded in India. In India many people died from the effect of poisonous cloud.
5. Tropical rainforests are cut down in Brazil. In Brazil deforestation rates nearly double annually.
6. Agricultural chemicals were flushed into the river. In the river, many fishes have died.

5. Complete the sentences with *can* or *can be.*

1. It … very cold in winter.
2. You … easily lose your way in the frog.
3. Burning coal in the ger district … reduced.
4. You … take quick showers to save water.
5. Natural resources … conserved for our children.
6. Children … be more suffered from respiratory illnesses because of air pollution.

LISTENING AND SPEAKING

6a. Listen to the radio programme and answer. Mr. Lowen mentions 5 things we can recycle. What are they?

wood plastic glass wool paper stone metal food waste

6b. Listen again and answer true (T) or false (F)

1.	The main topic of the program is rubbish and the environment.	T	F
2.	The easiest way to cut waste is to recycle things.	T	F
3.	We can melt down plastic, glass and wool and re-use them.	T	F
4.	It is possible to recycle all rubbish.	T	F
5.	Before recycling, waste should be sorted.	T	F
6.	Most light bulbs and bottles are made of recycled glass.	T	F
7.	All toys are made out of recycled materials.	T	F
8.	Food waste can be used to make the soil better.	T	F

7a. Do the quiz. How friendly are you to the environment?

1. When I have old clothes or old furniture, I usually … .
   a. throw them away (3) b. give them away (1)
2. When I go shopping, I … take my own shopping bag to the store.
   a. always (1) b. usually (2) c. sometimes (3) d. rarely (4) e. never (5)
3. I usually wash my clothes in … water.
   a. hot (3) b. warm (2) c. cold (1)

4. I … recycle newspapers and magazines.
   a. always (1) b. usually (2) c. sometimes (3) d. rarely (4) e. never (5)
5. My main method of transportation is … .
   a. walking (1) b. biking (2) c. bus (3) d. single car (4)
6. I … make an effort to buy recycled goods when they are available.
   a. usually (1) b. sometimes (2) c. rarely (3) d. never (4)
7. I usually dry my clothes … .
   a. on a clothesline (1) b. in a clothes dryer machine. (2)
8. I eat vegetables … times a week.
   a. 5-7 (1) b. 3-5 (2) c. less than 3 (3)
9. When I have leftovers, I … .
   a. eat them at another meal (1) b. throw them out (2)
10. I … use public transportation.
   a. usually (1) b. sometimes (2) c. rarely (3) d. never (4)

Check your score. The lower your score, the better for the environment. The lowest possible score is 10, and the highest possible score is 35. Key: 10-15 = very friendly to the earth; 16-20 = somewhat friendly to the earth; 21-25 = needs improvement; 26-30 = not friendly to the earth; 31-35 = an enemy of the planet

7b. Compare your score with your partner, then report to the class.

READING AND WRITING

8a. Read the text and give it a title.

The weather affects everyone, and everyone has something to say about the weather. This is especially true in a country like Mongolia that has very changeable weather. In Mongolia the weather from one day to the next can be completely different, or even from the morning to the afternoon. The weather can change from being rainy one day to sunny the next, or from strong wind and gales in the morning to snow in the afternoon.

In Mongolia there are four seasons, spring, summer, autumn and winter, and the weather is different in each of them. However, there is not a sudden change between the seasons. The end of the winter season is the same as the start of the spring season. It takes several weeks for the weather to change enough for people to notice the difference.

The summer is the season with the best weather. In general, it is hot and sunny with only a little rain sometimes. However, it can be cool in the early mornings and at nights. Mongolians like to spend a lot of time outside when it is nice in the summer. After the summer is the autumn. In this season the weather gets colder and there are stronger winds, also it will rain more. All the leaves will start to fall off the trees as it is cold. Frost might start to form on the ground towards the end of the autumn.

Winter is the coldest season in Mongolia. The temperature will be at minus 25-35 degrees Celsius. This means that all rivers, lakes and ponds freeze. It snows throughout the country, but the heavy blizzard usually occurs in January. Spring comes after severe winter; days become longer, and nights shorter. The temperature will start to get warmer and the winds

will not be as strong. It is time for snow to melt and for animals to come out from hibernation. Nature is covered with its green dress. It is always nice when the spring starts as it means the nice weather in the summer is nearly back again.

Mongolians never complain about the weather as the weather changes are very interesting and give the people something to talk about all year round.

8b. Read the text again and choose the correct answers.

1. How can the weather in Mongolia be described?
   a. Boring b. Wet c. Changeable d. Humid
2. How quickly can the weather change?
   a. From one week to the next. b. From one morning to afternoon.
   c. From one day to the next day. d. The weather does not change much.
3. How many seasons are there in Mongolia?
   a. Two b. Three c. Four d. Five
4. When will frost first start to form on the ground?
   a. In the spring b. In the summer c. In the autumn d. In the winter
5. Why do people like the spring?
   a. It means the summer is nearly back. b. It is not winter.
   c. It is the shortest season. d. It only happens every other year.

9. Choose appropriate words from the box and change it into an adjective to fill each gap in the postcard.

storm	*mud*	*haze*	*mist*	*rain*	*chill*	*fog*

Dear All,
We're having a good time here but the weather isn't great. Every day starts … or even … . This clears up by midday and we get a little … sunshine. We had a … day yesterday and the ground was too … for walking. It's generally … and I'm glad we brought warm clothes. Our boat trip was cancelled because it was … . We're hoping for calmer weather tomorrow.
Love,
Ashwin



How well can you do these things? Tick (√) the columns.

I can …	Very well	Well	Not well
use words related to climate and environment			
listen and understand people's feelings about weather and environment			
read and understand factual information about environmental problems			
talk about climate and environmental problems			
give advice on how to save the environment			
use *who, which, that* and *where* with relative clauses			
write a letter to the headmaster			



Citizenship

Unit 9. GOOD CITIZEN

LEARNING OBJECTIVES

Listening

L1 Understand the main points in a talk about being a good citizen

L2 Understand with some support specific information in a song about a hero

Speaking

S3 Give an opinion on the rules of a good citizen

S6 Link comments with watching a video about a real life hero

Reading

R1 Understand the main points in a text about the characteristics of a good citizen

R2 Understand specific information

R3 Read a text about a heroic action with confidence and enjoyment

R6 Deduce meaning from a text about heroism

R7 Recongnise the attitude or opinion of the writer

Writing

W1 Brainstorm, plan, write and make a mind map under a topic of a good citizen

W3 Write paragraphs about heroes

Use of English

UE6 Use a growing range of indefinite pronouns *everyone, someone, everything* and *something*

UE17 Use zero and first conditionals

1a. Match the words with their definitions.

1. Citizenship	a. expression of personal choice or opinion on certain issues.
2. Citizen	b. an organsed group of people associated together for religious, cultural, political or other purposes
3. Community	c. working together
4. Society	d. love of and devotion to one's country.
5. Cooperation	e. a group of people living in the same locality and under the same government.
6. Patriotism	f. membership in a political community and carries with its rights and duties towards the good of the whole community.
7. Vote	g. a person having membership in a political community and a citizen enjoying rights and exercising obligations
8. Responsibility	h. the opportunity or ability to act independently and take decisions

1b. Complete the sentences with the words in the box.

responsibilities	*involvement*	*society*
vote	*cooperation*	*patriotism*

1. Citizens have rights but they must also be aware of their … towards their community.
2. Civic engagement is the positive … in the affairs of the community.
3. Love of and devotion to one's country is called … .
4. "She was too young to … in the national election."
5. Talking aloud in the public considered to be rude in our … .
6. There's very little … between the neighbors.

2a. Listen and answer. What is this person talking about …?
   a. Good citizen
   b. Life experience
   c. Language learning



2b. Listen again and complete the sentences.

1. Be kind to ____
2. Keep your surroundings _________________________________
3. A good citizen have self ____________________________________
4. Follow the ____
5. Keep away from social ____________________ like drinking, smoking, stealing.
6. Respect the ______________________________ of other people.

3a. Study the sentences and choose *a, b* or *c*.

We are looking for ***something*** *a bit more exciting.*
We want to go ***somewhere*** *exotic.*
We need ***somebody/someone*** *to advise me.*
Is there ***anything*** *special to see there?*
I don't know ***anybody/anyone*** *there.*
I know ***nothing*** *about the place.*
Nobody/No *one is going with me.*

1. Which words in bold talk about ...?
   a. people b. places c. things
2. Are words beginning with *some* usually used in ...?
   a. positive sentences b. negative sentences + questions
3. Are words beginning with *any* usually used in ...?
   a. positive sentences b. negative sentences + questions
4. Are words beginning with *no* usually used with ...?
   a. positive structure b. negative structure?

3b. Put the following indefinite pronouns into the correct blanks.

anywhere	anyone	something	everyone	nothing
somewhere	someone (2)	anything	everything	

Example

Can you hear that someone is knocking on the door?

1. I was wondering if you would like … to drink.
2. The family members have been badly injured in the accident. Is there … to help them?
3. Carol has just checked the internet; however, she couldn't find the article … .
4. Unfortunately, this plant is already dead and there is … we can do about it.
5. John needs … to help him to choose a hotel..
6. … must do … about the human rights in that country or it will be too late.
7. The boss is writing an important report. Therefore, he has to work … quiet.
8. There is an exam tomorrow. Needless to say, … has to study for it.
9. Have you met … interesting?

4. Read and thick the activities you do.

	Activities	Yes	No
1	Always help the elderly		
2	Follow all the traffic rules		
3	Be in class on time		
4	Donate your own toys and clothes		
5	Always ask before using something that belong to someone else.		

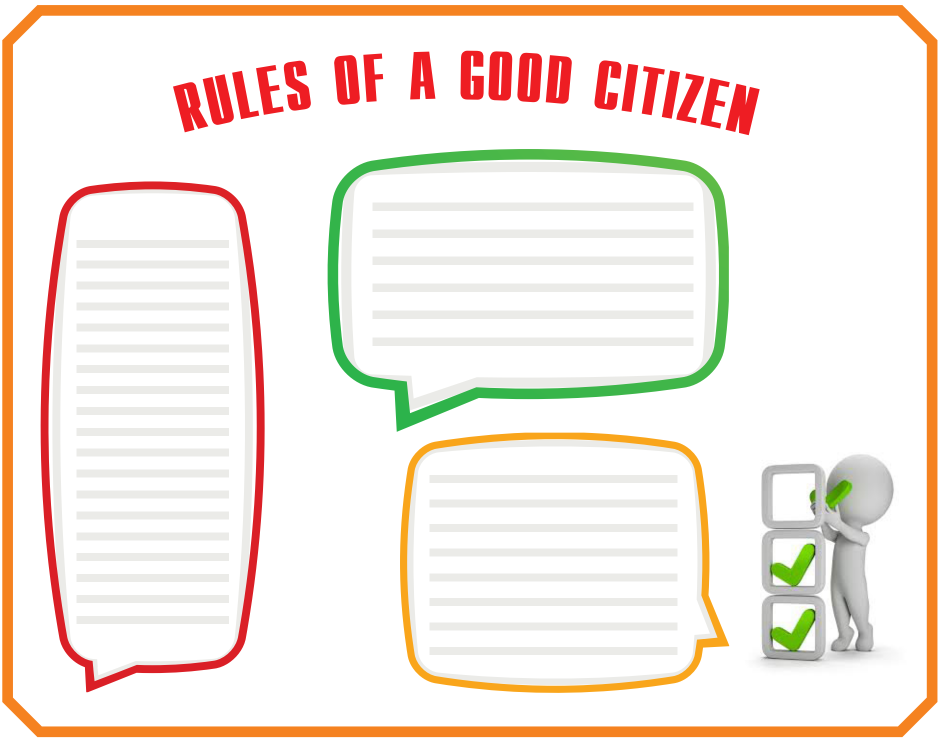
5a. In groups, discuss the following questions.

a. Who is a citizen?
b. What makes a good citizen?
c. What are the characteristics of a good citizen?
d. What are the rules of a good citizen?

Example

When you have a picnic at the park, you clean up after yourself.
If you see a crime being committed, call the police.
You respect your neighbours by being polite and kind to them.

5b. Make a poster on the rules of a good citizen.



6. In groups, role play the following situation.



You're at a school picnic and there's a long queue for buying cold drinks. You see your friend ahead of you in line. How would the others in line feel when you ask your friend to cut in line?

7a. Read the following passage and choose a title.

a. How can someone live happily?

b. Roles of a good citizen



A citizen is a member of a society. He or she has the right to ask for its protection, and the duty to protect it and obey its laws and rules. Citizenship is the relationship between an individual and a state to which the individual belongs. Fortunately, being a good citizen doesn't stop at the exchange of rights and duties, it requires a lot of civilized behaviour, and responsible acts.

All the members of the community, from the youngest to the eldest, have to cooperate. By cooperating, it doesn't mean giving huge efforts. Simple acts and easy behaviour can help people help the level of life. As citizens, and students in particular, all we have to do are the steps below:

- Start with your own home, clean it regularly, and take care of your front door area.
- Don't overuse water and electricity.
- Respect the neighbors, help them if necessary, and act politely.
- Don't litter, or throw rubbish in the street.
- Try to cross the street in the crossing passage. The town will look organized, and it reduces the level of accidents.
- Let's try to walk in the sidewalk, or the pavement, because it causes fewer difficulties to drivers in the city.
- Respect the place of living, especially its doors, walls and windows.
- If you don't vote, who will? A simple act can place the right person in the right place.

- In emergencies, don't be afraid. Help the people in need. (Blood donations, call the police, the ambulance, and help a lady in the street...) Imagine you were in their place, wouldn't you like to have other people standing by your side?

Citizenship starts from childhood, and only ends by the time you die. It's only by practicing those really simple acts that our daily life can get better.

Adapted from myenglishpage.com

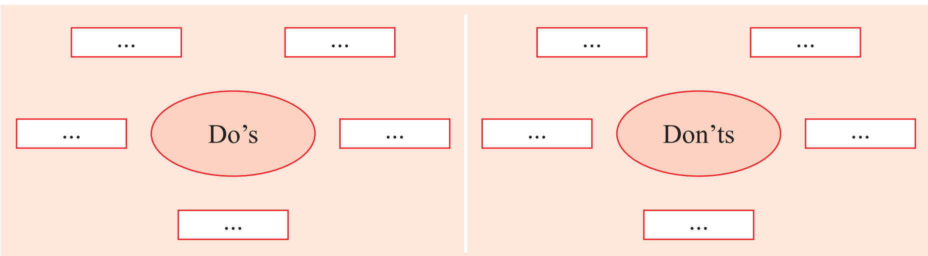
7b. Read again and choose the best answer *a, b* or *c*.

1. The text is about … .
   a) Citizenship and the traits of bad citizens
   b) Traits of good citizens.
   c) What citizenship is and how one can be a good citizen.
2. Citizens … .
   a) have rights
   b) have rights and responsibilities towards their community
   c) have responsibilities towards their community
3. To cooperate means … .
   a) to work together
   b) to take care
   c) to volunteer
4. A citizen is a member of a … .
   a) country
   b) government
   c) society

8. Play a game. One person is designated a **Policeman**, the others are the players. Standing in front of the group, **Policeman** tells players what they must do. However, the players must only obey commands that begin with the words **"Policeman Says."** If **Policeman says, "Policeman** says pick up the rubbish and throw it in the bin," then players must touch their nose.

9a. Look at the mind map and complete.

Respect the environment	*throw the rubbish in the streets*
talk aloud in public places	*steal*
respect others	*use abusive language*
help elderly	*self-respect*
be responsible	*smoke*



9b. Make up sentences using the map. Answer the question. Where you *can/cannot do* these thngs?

Example

You cannot drink alcohol, if you are under the age of 21.
You can help elderly people.

10. Match the words to their synonyms.

1. Courage	a. fight
2. Risk	b. dread
3. Bystander	c. difficulty
4. Behaviour	d. success
5. Hardship	e. way of acting
6. Achievement	f. passer by
7. Struggle	g. bravery
8. Fear	h. danger

11a. Read the text and choose the title from *a* or *b*.
a. Everyone can be a hero b. A real life hero

Who is a "hero" and what is "heroism"? A hero is a person who is admired for great or brave acts or fine qualities. Heroes voluntarily help people in need, or protect people and save people from dangers. Heroism is a heroic action or courageous behaviour of a person. Heroic people take risks to help voluntarily to someone else, or the community as a whole, and you take a risk in doing so. But everyone can be a hero. You are not a bystander. Everyday there are those around us, who need a hero:

- A weaker one needs a hero, if someone bullies him or her.
- A real hero never hesitates to get into a burning house, if he sees someone inside.
- If a hero sees someone drowning in water, he will stretch his arms towards him.
- If someone is in trouble, there will be heroes to help him or her.

So being a hero isn't necessarily about achievement only. It's the effect that his or her achievement that influence us, and what we can learn from his or her struggle and hardship. Heroes are what we could call exemplars - they are people who demonstrate high standards of a character and dedication and who inspire us to achieve the highest that we can do in order to imitate them.

Think of a time when someone was a hero for you and how you have never forgotten that person for what he or she did for you. Could you become a hero? What qualities do you have to become a hero? If you doubt your ability, here is the answer. Everyone will become a hero, if he or she has the strength to overcome own fears.

By Neel Raman

11b. Read again and answer the questions.

1. Who is a hero?
2. What is a heroism?
3. Can everyone be a hero?
4. Who is a bystander?

12. In pairs, tell each other who your hero is.

- Can you remember any heroic actions in your personal life?
- Have you ever done a good deed to help someone?



13. Study the sentences and choose *a* or *b* in the explanations.

A weaker one needs a hero, if someone bullies him or her.
A real hero never hesitates to get into a burning house, if he sees someone inside.
If a hero sees someone drowning in water, he will stretch his arms towards him.
If someone is in trouble, there will be heroes to help him or her.
Everyone will become a hero, if he or she has the strength to overcome own fears.

1. We use zero conditional to talk about … .
   a. general truths b. possible actions
2. We use 1st conditional to talk about … .
   a. what will happen in the future b. unreal event
3. We use *If* sentences … a main sentence.
   a. only before b. before and after

14. Join the sentence halves.

1. Heroes offer their helping hands	a. if I get lost in a new city.
2. I try to help homeless children , …	b. just let us know..
3. If you see a bird trapped, …	c. you should help it get out.
4. I always ask for directions, …	d. if they live in poverty or a remote area.
5. If you need our help, …	e. if they see someone is in danger .
6. Global Dental Relief helps children,…	f. if I meet them in the street.

15. Complete the sentences.

1. If someone needs your help, …
2. If a small kid is lost, …
3. If you see a disabled person is going to cross the street, …
4. If there is a sick person at the bus stop, …
5. If there is a deer trapped in the fence, …
6. If there is a zud disaster, …

16a. Listen to the song and say what the song is about.

16b. Listen again and complete the song.



Hero by Mariah Carey

There's a hero
If you look inside your (1) _______
You don't have to be afraid
Of what you are
There's an answer
If you reach into your (2) _______
And the (3)_______ that you know
Will melt away

And then a hero comes (4) ______
With the (5) _______ to carry on
And you cast your fears aside
And you know you can (6)_______
So when you feel like hope is gone
Look inside you and be (7)________
And you'll finally see the truth
That a hero lies in you

It's a long (8)_________
When you face the world alone
No one (9)_______ out a hand
For you to hold
You can find love
If you search within yourself
And the (10) _________ you felt
Will disappear

17c. Listen, check and sing along.

18a. Read the story and choose a or b. Is it about …?

a. Hank and his brother **b. Hank and his mum**



Hank and his brother, Isaac, were playing in the tree house when it began to sprinkle. "I think we should go in the house," said Hank. "It is about to storm." So the two boys climbed down the ladder and ran to the house. When they got into the kitchen, they each grabbed a cookie from the plate and called their mum. "Mum," Isaac yelled. "It is starting to rain." As they entered the living room, they saw their mum lying on the floor. "Hank, why is mum sleeping on the floor?" Isaac asked his brother. Hank got on his knees beside his mum and he shook her and shouted, "Mummy, Wake Up!" She didn't answer, so Hank tried again. Isaac began to cry. "Don't worry, Isaac. It will be okay," Hank said, but he had to think quickly. He was only eight years old, what could he do? Hank was the oldest and he was the ONLY one who could help. Then he remembered how grandma used to play a game with him. She would pretend to be a 911 operator. She would ask him questions like, "What is your name? Hank grabbed the phone and punched in the numbers 911. A lady answered the phone and asked "what is your emergency?" Hank said "Hello. My name is Hank Robinson. My mum is on the floor. She looks like she is sleeping, but I can't wake her up." Then the lady asked Hank all the questions he had practiced with grandma. He remembered to speak loudly and clearly because it was important. If the lady did not understand him, she could not help mummy. So again Hank took a deep breath and said, "I live at 1203 Oak Street, in Madison." The lady on the phone told Hank not to hang up until someone came to his house and rang the doorbell. So Hank stayed on the phone and soon two firemen came to help. Hank let them in when the lady on the phone said it was safe. The men helped mummy to wake up and then they gave mummy some orange juice. Finally, she sat up and began to feel better. She smiled and thanked the firemen, and they told her that Hank was a hero, because he helped save his mum's life. Later, the firemen invited Hank to the Fire Hall. They gave him an award for being a hero, but Hank did not feel like a hero. He had been scared. He had been shaking. He just did what he had to do.

by Deborah Lynn www.HaveFunTeaching.com

18b. Read again and choose the correct answers.

1. What did Hank do when he saw his mum lying on the floor?
   A. He shook her and shouted, "Mummy, Wake up."
   B. He cried.
   C. He called his father on the phone.
   D. He was only eight years old, he couldn't do anything.
2. What important thing did Hank learn from his grandma?
   A. He learned that his grandma was coming to visit.
   B. He learned how to tell the 911 operator his name and address.
   C. He learned to play games.
   D. He learned to read.
3. What did Hank do to help his mum?
   A. Nothing, he was too young.
   B. He took care of his little brother.
   C. He dialed the 911 Operator on the phone.
   D. He tried to give her some orange juice.
4. How did Hank feel?
   A. He felt brave.
   B. He felt like a hero.
   C. He felt important.
   D. He felt scared.
5. What did Hank tell the 911 Operator and how did he speak to her?
   A. He said to send help quick and then he hung up.
   B. He whispered, "Help" and then hung up the phone.
   C. He said he was only eight years old.
   D. He told her his name and address. He spoke loudly and clearly

19. In pairs, tell each other about a hero or heroic action you heard.

20. In groups, do project work "A real hero".



Do research on national heroes:
- Collect data and photos
- Design a poster and present to your class.

21a. Read an essay and answer. What is the attitude of the writer?

I was a girl guide since I was a little girl. I grew up in Oakville, Ontario, in a little town called Bronte. At that time girl guiding was very popular in our town. It was really fun to be part of guiding. I always was a leader in a group.

There some people who I admired. Actually I don't have one hero but rather a group of heroes. They are all different. Some were good at outdoor activities, some were good at crafts, and some reminded to laugh. Eran Miller was always ready to smile. I tried to do the same things as my heroes do. They used to do different things with joy, and they gave me their time and talents to ensure that all girls were learning at all times.

My life became completely different. I was inspired by my heroes to be a strong and capable woman. I gained a lot of confidence and strength.

21b. Read again and answer true (T) or false (F).

1.	Sandy was a girl guide.	T	F
2.	She is from Canada.	T	F
3.	She was very popular.	T	F
4.	She had a hero to admire.	T	F
5.	Eran Miller was quite strong.	T	F
6.	Sandy tries to be the same as her heroes.	T	F
7.	Her heroes had a lot of free time.	T	F
8.	She learned a lot from her heroes.	T	F

22. In groups, have a debate. Follow these instructions.
- Choose four students from the class who can be heroes.
- Discuss their personalities.
- Compare your class heroes and vote.

23. Write a summary and report to the class.

24. Think of your own hero. Brainstorm ideas and write a paragraph about him or her. Start like this:

My hero is ...

25a. Make a list of your good habits.

25b. Share your list with your partner and discuss.

SELF-CHECK

VOCABULARY

1. Find these words in the box.

A	C	O	U	R	A	G	E	E	S	A	E	S
B	P	R	E	E	I	P	I	S	F	Q	K	D
D	A	Z	W	S	T	R	U	G	G	L	E	A
L	B	M	Q	P	O	F	K	H	A	P	L	D
K	Z	C	O	O	P	E	R	A	T	I	O	N
U	R	N	A	N	U	D	S	R	D	F	N	S
S	T	J	S	S	Y	F	E	D	Z	S	D	G
Y	C	I	T	I	Z	E	N	S	H	I	P	C
T	E	G	E	B	I	A	U	H	X	L	F	Z
M	Q	D	O	I	T	R	I	I	A	N	G	I
D	A	V	I	L	L	E	O	P	Z	M	S	E
K	L	S	O	I	J	W	R	L	K	S	O	R
C	N	A	K	T	F	J	E	H	L	X	L	T
L	D	I	J	Y	E	K	S	M	Z	Z	D	I
P	A	T	R	I	O	T	I	S	M	E	H	F

1. COMMUNITY
2. COOPERATION
3. PATRIOTISM
4. VOTE
5. RESPONSIBILITY
6. COURAGE
7. RISK
8. HARDSHIP
9. STRUGGLE
10. FEAR

2. Decide whether these examples of behaviour are those of a good (GC) or a bad citizen (BC).

Example

a. GC votes.
b. BC does not care about the protection of the environment.

1. ... respects the law.
2. ... is not cooperative.
3. ... throws rubbish in the street.
4. ... leaves his/her bus seat for an old person.
5. ... helps lost strangers find their ways.
6. ... thinks that voluntary work is a waste of time.
7. ... jumps the queue.
8. ... participates in a community service.
9. ... when you cross the road no one saw you and there is a red light, regardless of the safety you crossed the road.
10. ... does not follow the law.

3. Use the words to complete each sentence.

courage *risk* *community* *hardship* *struggle* *fear*

1. Women struggled for many years for the right to vote.
2. There is no need to … from the trip.
3. The school encourages a sense of … in its students.
4. Charles Dickens faced many hardships when he was young.
5. A four year old Mongolian girl took the … to save her 2 year old sister from a fire.
6. Rescue workers … work under a lot of … to save people.

USE OF ENGLISH

4. Choose the correct pronouns to complete the sentences.

anything
anybody
nobody
nowhere
somebody
something
nothing
everybody
anywhere
everywhere
everything
somewhere

1. I feel so lonely here as there is … to play with.
2. We can go … you wish. I don't really mind.
3. Unfortunately, there is … to play soccer in our neighborhood.
4. Come on Jack, … might have taken your pen. You cannot blame me.
5. I don't know who, but … has left this bag here.
6. Sonia is so stubborn that … you say can change her mind.
7. You can cook … you want, it doesn't matter for me.
8. My monotonous life has bored me so much that all I want … different.
9. … in this room is free to make his or her own choice.
10. I can barely see, … is dark.
11. I tried … , however, I still cannot lose weight.
12. Can we go … quieter?

5. Put the verbs in brackets into the correct forms.

1. If I see a crying child, I … *(try)* to help him.
2. If you always do good things to people, you … *(become)* a hero.
3. If we organize a donation campaign, we … *(send)* money to herdsmen in the country.
4. A good citizen will not pollute the rivers, if he or she … *(travel)* in the country.
5. True friends take whatever measures, if they … *(find out)* their fiend has a problem.

LISTENING AND SPEAKING

6a. Listen and say where this talk takes place.

6b. Listen again and answer true (T) or false (F).

		T	F
1.	Naran is a teacher.	T	F
2.	She is talking about good citizens.	T	F
3.	Good citizens know their history well.	T	F
4.	Everyone can be a good citizen.	T	F
5.	Being helpful is most important to be a good citizen.	T	F

7. What do you do to be a good citizen? Share your opinion with your classmates.

READING AND WRITING

8a. Read the newspaper articles and match the headings to them.

a. A boy who saved his fellow campers

b. A young boy who saved his neighbours

The Week

One evening last September, Marcos Ugarte was doing homework with his dad when they saw a fire down their street. They ran to their neighbor's home and found out that four of the five family members are safe outside. The father who was living in the burning home, said his 8-year-old son Cody was trapped in a room on the second floor. Marcos offered to run inside, but his father, Eduardo, told him to stay while he attempted to retrieve Cody. The heat and smoke forced the elder Ugarte out, but Marcos was already on the move. He got a hold of a ladder and placed it under the second-story window. With his father holding the ladder in place, Marcos knocked the window screen out and helped the boy get out the window and down the ladder. Cody was taken to the hospital, but was unharmed. While the Ugarte family is proud of their son, Marcos himself remains humble: "I can't say I really consider myself a hero. "I think anyone would have done what I did."

By Lauren Hansen

The Times

In July 2011, a group of teenagers ranging in age from 16 to 18 were attacked by a mother grizzly bear during a survival-skills course in Alaska. The teens were on day 24 of a 30-day trek and travelling, at that point, without adults. All seven of the teens survived, including two who suffered life-threatening wounds, largely thanks to 16-year-old Samuel Boas, who was reportedly not injured. For nine hours the group waited for emergency workers to reach them, and all the while Boas, who had been trained by his Connecticut hometown EMS group, provided first aid with improvised materials while staying calm. When medics arrived on the scene, the industrious young man even refused to be evacuated with the first lot, staying on with the remaining injured to do what he could.

By Lauren Hansen

http://theweek.com/articles

8b. Read again and answer true (T) or false (F).

1.	Marco's neighbour's house was burning.	T	F
2.	Cody was on the first floor.	T	F
3.	Marco's father climbed up the ladder.	T	F
4.	The teenagers were on their holiday in Alaska.	T	F
5.	Boas offered first aid to all injured children.	T	F
6.	Only Boas was not injured from a bear attack.	T	F

9. Write a paragraph about your favourite hero. Answer the following questions.

- *Who is your favourite hero/heroine?*
- *How did you learn about him/her?*
- *Why do you admire him or her?*

Example

My favourite heroine is the queen Mandukhai. I learned about her from the historic novel. I admire her for her patriotism and heroism.



How well can you do these things? Tick (√) the columns.

I can …	Very well	Well	Not well
use words related to citizenship and heroism			
listen and understand main points from the talk			
talk about good citizens, heroic actions and heroism			
read and understand specific information			
write about a good citizen and heroism			

Citizenship

Unit 10. HELPING HANDS



LEARNING OBJECTIVES

Listening

L2 Understand specific information in a dialogue talking about a friend's problem

L5 Recognise the opinion of the speakers in a talk on volunteering.

Speaking

S5 Summarise what others have said about helping people

S7 Interact with peers to negotiate on the volunteer's work

S8 Use appropriate vocabulary to talk about helping friends

Reading

R4 Understand implied meaning of a short story about helping others

R6 Understand the main points in a text about volunteering

Writing

W5 Use and register appropriate written genres on writing about volunteering

Use of English

UE13 Use a growing range of modals *need to, have to* for obligation, *may, might* for possibility *can, may* for permission

UE17 Use 1st and 2nd conditionals to talk and write about helping hands

1. Match the words with their antonyms.

1. Satisfy	a. displease
2. Volunteer	b. deny
3. Offer	c. dissatisfy
4. Comfort	d. force
5. Entertain	e. gloom
6. To be altruistic	f. to be unselfish

2a. Read the text and answer the question. What is it mainly about?



Volunteering is generally considered an altruistic activity where an individual or a group provides services for no financial gain "to benefit another person, group or organisation".

An important part of being a good citizen is volunteering. People may think they are not old enough to do volunteer work. There is not any age limit for volunteering. Some people might be surprised to hear that there are many ways for everyone to help others. Working as a volunteer will help you to feel good about yourself. There is much satisfaction to be found in working with others and helping to make things better. Volunteering activities can include everything from painting fences to planting trees. For example: Mentoring is a kind of volunteering. It can offer volunteers the opportunity to provide support and friendship to a person who may be going through a difficult period, is feeling lonely, or is adjusting to a major change in their life. Sample activities can include meeting with a client to go shopping or visiting a client who might be isolated in their community to have a chat over a cup of coffee. In addition, there are other ways to make a difference. Here are some ideas:

Locating a nursing home or other type of elderly care home in your area and arranging to visit with the residents are kinds of example.

- They would enjoy having somebody to talk to.
- Often because of failing vision, they might have trouble reading.
- A volunteering person can offer to read books or newspapers.
- Share his/her hopes and dreams; he/she might be surprised at the good advice the volunteering person gives.

- Get a group together and plan a performance to entertain the residents.
- Teach technical skills such as using a mobile phone.

There are also lots of amazing ways to volunteer in the arts. People can volunteer by teaching, coaching, setting design and assisting with a variety of arts and crafts from fine art to card making. If you're musical, you can volunteer as a musician at a local nursing home or community centre. Of course, you don't necessarily have to be artistic to volunteer in the arts.

Volunteering opportunities in youth work include a wide range of activities concerned with supporting children and young people. A few examples of volunteering activities in this area include: supervising young people, becoming a leader in a youth club, facilitating art workshops, being a positive role model for a young person, and many more.

There are lots of opportunities to volunteer and supervise and/or coach participants in a host of sporting/outdoor activities. Activities often include coaching and enjoying everything from hiking to athletics.

Wikipedia, The Free Encyclopedia

2b. Read the text again and answer true (T) or false (F).

1.	Volunteers' works are paid.	T	F
2.	People need to be professional to work as a volunteer.	T	F
3.	Volunteering activities can include only planting trees.	T	F
4.	Volunteering is a part of a good citizen.	T	F
5.	Every elderly people cannot read books and newspapers.	T	F
6.	You have to be artistic to volunteer in arts.	T	F

3. Study the sentences on the left. Match them to their meanings on the right.

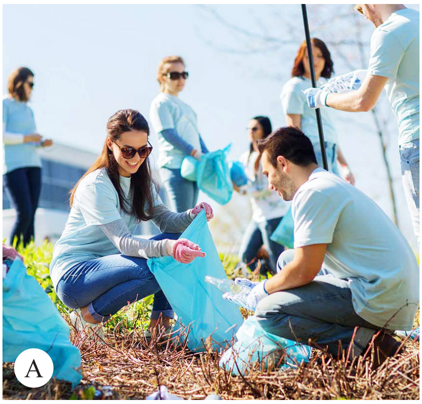
1. Volunteering activities can include everything from painting fences to planting trees.
2. You don't necessarily have to be artistic to volunteer in the arts.
3. People may think they are not old enough to do volunteer work.
4. You can offer to read books or newspapers.

a. It expresses possibility/probability.
b. It isn't necessary but they can do if they want.
c. You are not obliged to have this.
d. Something is permitted.

4. Choose the correct modal verbs in the following sentences.

have to *may* *can* *don't have to* *might,*

1. … I use your mobile phone?
2. You … stop when the traffic lights are yellow.
3. You … take your umbrella. It isn't raining.
4. You … pass the exam. It is not very difficult. You only … work harder.
5. Jane … be at work.
6. Smoking … cause cancer.
7. It … rain tomorrow.
8. You … buy any tomatoes. There are plenty in the fridge.


A


B

Example

1. *In picture A, people are cleaning the environment.*
2. *In Picture B, people are distributing food.*

5. In pairs, discuss the questions.



6a. Listen to the interview and answer. Is Maria in England or in Mongolia at the moment?

6b. Complete the chart with true information about Maria.

	Usually	Now
Country		
Type of housing		
Job		
Working with		
Free time activities		

7a. Think about someone you know who is working as a volunteer. Answer the following questions.

Where does this person live?
What is he/she doing at the moment?
What job does this person normally do?
What are the normal working hours of this person?
How many hours does she have to work?

7b. Write complete answers to the questions in 7 a. Begin like this:

Example

This person's name is …

8a. Listen to the dialogue and say why two friends are talking about Zorig.

8b. Listen again and answer the true (T) or false (F).

1. Bold doesn't believe his friend is really depressed. T F
2. Zorig is a changeable person. T F
3. Jargal thinks talking will help Zorig. T F
4. Bold thinks his friend doesn't communicate very well. T F
5. Bold agreed to meet their friend in his home. T F

9a. In pairs, choose 2 of the situations below and make up a dialogue about offering help. Use the words and expressions below.

Let me …
Let's…
What about …
Shall I …
Do you need …

1. Your friend is stressful
2. Your friend is depressed lately
3. Your friend failed a test
4. Your friend is busy with household work
5. Your friend is bored
6. Your friend is sick



9b. Now act out your dialogue.

10a. Read the story and give a title.

...



Once upon a time there was a girl whose name was Borogchin. She was from a very poor family. She lived with her grandmother. Her parents died when she was 2 years old. Her grandmother sewed clothes to make her living. Borogchin helped her grandmother doing household works. One day, she was gathering dung. Suddenly an old man appeared in front of her and asked for food. The old man was very hungry. If Borogchin had something to eat, she would give it, but she didn't have food for her own. She apologized to the old man and walked away. On her way, she saw an antelope who was thirsty. If she had water, she would give it to the antelope, but she did not have water for herself. So she went on her way ahead.



Then she saw a hunter who wanted to make a fire. But he didn't have anything to start a fire. So Borogchin gave him some of the dungs. In return, the hunter gave her some meat and water. Borogchin went back to the thirsty antelope and gave it some water. Then she went to the old man and gave him some meat. The old man thanked her and asked her wishes. Borogchin told him that she only wished her sick grandmother recovered soon. The antelope heard this and brought her some herbs. The old man gave her a bottle saying "This water from mountain spring will help your grandmother". Borogchin took both the herbs and the bottle and went happily home. The herbs and the bottle of the spring helped her grandmother recover soon.

If you are kind to others, they might lift you up. If you do good deeds, a miracle can happen one day.

10b. Read again and answer the questions.

1. Why was Borogchin walking in the steppe?
2. Why didn't Borogchin help the old man firstly?
3. Why did she continue her way?
4. How could she help to those who needed her help?
5. What is the moral of the story?

11. Study the sentences and choose *a* or *b* in the explanations.

If Borogchin had some food, she would give it, but she didn't have food for her own.
If she had water, she would give it to the antelope, but she did not have water for herself.
If Borogchin didn't help the men and the antelope, she could not get her home.
If you help others, they might help you someday.
If you do good deeds, a miracle can happen one day.

1. We use 1st conditional with modals to talk about … .
   a. general truths   b. future possibilities or advice
2. We use 2nd conditional to talk about … .
   a. future possibilities   b. imaginary situations
3. 2nd conditional is formed by … .
   a. *If* + simple present, simple present or modals
   b. *If* + simple past, would + simple present

12. Match the sentence halves.

1. Jerry helps me with my homework,
2. If I have a car,
3. If she speaks Japanese,
4. If they had time,
5. If I had time,
6. If they try hard,

a. I could help them.
b. they might win the competition
c. If he has time.
d. she could translate it.
e. I will drive my friend to his work.
f. they might go to the party.

13. Complete the sentences with the words in brackets.

1. If I win a lottery, I … *(donate)* to the Save Children Fund.
2. If I adopt an animal, I … *(choose)* a tortoise.
3. If you do voluntary work, you … *(help)* many people.
4. If I were not busy, I … *(join)* the cleaning up campaign.
5. If rescue team arrived a bit earlier, they … *(save)* more people.
6. If she could, she ... *(become)* a doctor to help children.

14a. Look and label the pictures.

a. Nursing home **b. Red Cross Society**
c. Orphanage **d. National Blood Centre**









14b. What do you know about these organisations? What do they do to help people?

15. In groups, discuss and report your ideas how can you help:

- *elderly people in nursing home*
- *orphan children*
- *poor people*
- *children with cancer*

Example

A: Oyu, have you got any idea how can we help elderly people in Batsumber nursing home?
B: We could collect some money to donate the nursing home.

16a. Read the text and answer. Does it give you a. information on volunteering or b. advice for volunteering?

Learning by doing

A lot of people do volunteering work to help others. When they have a spare time, they look after elderly people, play with orphan children, and take part in social development projects and so on. Working as a volunteer gives an opportunity to develop personal skills and gain new life skills as well. So helping others can be useful not for others but for you too. For example, you can do the following things such as:

- assisting people in need
- meeting different people
- taking part in various social activities
- making other's life better
- apply your personal skills
- enjoy doing something interesting
- learning new things
- gaining experience of working with people
- develop and improve your personal character

Volunteers don't receive any payment, but they might have their expenses or training costs covered by the project or so.

If you've decided to volunteer, you may find out what can be done in your local community and try to look for social needs of people around you. In every community, there are different ways to devote you to volunteering and bringing a joy to people. Some things may suit you more than others, so consider what you want to do, how much time to spend and what skills can be used.



16b. Read the text again and answer true (T) or false (F).

1.	Volunteering helps people to develop their skills.	T	F
2.	Not everybody can volunteer.	T	F
3.	Volunteers do a lot of things.	T	F
4.	Voluntary work is paid.	T	F
5.	Volunteers themselves decide what to do.	T	F

17a. Fill in the volunteer application form.

Volunteering for an organisation gives individuals an opportunity to interact with likeminded people and work selflessly towards achieving a common goal. Sample Volunteer programmes are developed to give them opportunities and resources to integrate into an organisation. For this, applications for individuals can take or volunteer for a particular programme. Thanks to the availability of sample volunteer application template online, this task has become very simple and easy.

Volunteer Application

I. Contact Information:

Full name ____

Home address ____

Phone number ____

Mail Address ____

II. Interests:

In which areas are you best suited to volunteer?

___ Homelessness / Hunger	___ Disaster Assistance
___ Environment	___ Seniors
___ Children and Youth	___ Disability Services
___ Volunteer Leadership	___ Youth Volunteering
___ Health / Wellness	___ Other

III. Special Skills or Qualifications:

What skills or qualifications do you have as a volunteer?

____

____

IV. Volunteer Work:

What will you do?

____

IV. Availability:

When are you available for volunteer assignments?

_____ to ___:_____ Monday
_____ to ___:_____ Thursday
_____ to ___:_____ Tuesday
_____ to ___:_____ Friday
_____ to ___:_____ Wednesday
_____ to ___:_____ Saturday

17b. In pairs, ask and answer these questions.

- *What information is needed for the application?*
- *What are your interest areas?*
- *What skills do you have?*
- *What are you willing to do?*
- *When is it possible for you to do volunteer work?*

18a. Write a list of work you can volunteer for in Mongolia or at school.





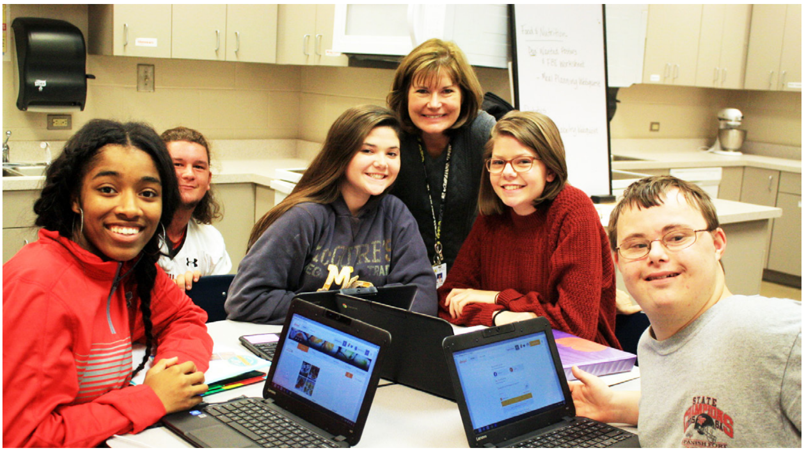
18b. In pairs, compare your lists.

Example

- *What are you going to do?*
- *I am going to help children in the orphanage.*

19. In groups, choose one volunteer work and discuss. Follow the ideas:

- How useful is this work? Why?
- Who can benefit from it?
- How many people can be involved in it?
- Where can this be done?
- Who can do this work?



20a. Imagine that you are going to do voluntary work. Write your ideas on how you should start your work. Follow this outline:

- *what to do*
- *what to learn*
- *who to work with*
- *where to work*

20b. Present and exchange your project ideas with others.



SELF-CHECK

VOCABULARY

1. Match the words to their opposites.

1. displease	a. satisfy
2. deny	b. volunteer
3. dissatisfy	c. offer
4. force	d. comfort
5. gloom	e. entertain
6. to be unselfish	f. to be altruistic

2. Complete the sentences with the words in the box.

volunteer *offer* *comfort* *satisfy* *to be altruistic* *entertain*

1. Friends … their classmate who was ill.
2. … is a person who does something, especially helping other people, willingly and without being forced or paid to do it:
3. We tried our best to … the crying children.
4. The number of people … their help to firefighters.
5. His motives for helping the poor were completely … .
6. Everyone was … with the food and water supplies.

3. Translate into English.

1. Ахмадын асрах төв - ...
2. Цус сэлбэлтийн үндэсний төв - ...
3. Өнчин хүүхдийн асрамжийн газар - ...
4. Улаан загалмайн нийгэмлэг - ...
5. Ахмад хүмүүс - ...
6. Сэтгэл засалч - ...

USE OF ENGLISH

4. Use the correct form of the verb in brackets.

1. Some sportspeople are rich. They … sponsors. *(not need/have)*
2. Every children at school … uniforms. *(need/wear)*
3. We … elderly people in our free time. *(can/help)*
4. You … warm clothes when you go on holiday. *(need/take)*
5. Everyone … careful when the traffic lights are yellow. *(have/to be)*

5a. Put the words in correct order to make sentences.

1. watch TV / If / you / your / homework / you / can / finish/.
2. the museum / a few hours / If you have to spare / you / may visit.
3. If / I / I will make / a cake / have time /
4. If I / might take / arrive early / I / the park / a stroll / around /.
5. If / you / well / don't feel, you / consult / a doctor / should .
6. water / heat / If / you / until 100°C / it / boils.
7. I / If / money / had ,/ would / you / I / lend / some.
8. If / the / was / weather / nice / play / could / a football / they.

5b. Complete the sentences with the given words: *have to, may, might, need to, can*.

1. Poor children in Africa … food and water supplies.
2. We … contribute to save the environment as good citizens.
3. They … have visited the country to distribute the humanitarian aid.
4. You …collect food and clothes only for donation purposes.
5. The Red Cross expedition … approach the remotest village of India.

LISTENING AND SPEAKING

6a. Listen to the interview with a psychotherapist. What is she talking about?



6b. Listen again and answer the questions.

1. Who is Susan Boyer?
2. What is the subject of today's talk?
3. What advice Susan gives to people?
4. Where does this dialogue take place?

7. Discuss the following situation. International organisations ask for help to people in an emergency. What old clothes have you got at home? Make a list.

summer clothes	*winter clothes*	*children's clothes*

8. Compare your list with a partner.

Example

I've got a lot of old shirts-some summer shirts, and some winter shirts. And I have got one old jacket and some trousers. I haven't got any children's clothes. What about you?

READING AND WRITING

9a. Read the newspaper and choose a title.
a. The Human Spirit b. Chain of Success



Saranchuluun Otgon is the founder of the NGO, "Chain of Success". She is currently teaching at the Mongolian National University of Medical Science, School of Public Health. She holds a Bachelor's and Master's degree and now is pursuing a PhD in social health at MNUMS.

Youtube is making a film about Saranchimeg Otgon. She was born in 1981 in ger district of Ulaanbaatar. She was a straight A student, and loved music. She wanted to become a dancer when she grew up. One summer she was spending her holiday in the country. Horseback riding in the Mongolian plains, naughty kids spooked the horse and Saraa fell. There was no doctor nearby; the elders treated her injury with herbs and tea. When she got back to the city, doctors were puzzled by her continued pain. She was diagnosed as having cancer in her bone. When she was 13, her foot was ampulated.

She never did share her personal health challenge with her classmates. Saranchimeg completed her BA in Hebrew University in Israel. Back in Ulaanbaatar, she became a lecturer at the School of Public Health in the Health Sciences University of Mongolia.

She founded an NGO called Chain of Success and launched a Facebook group, "Let's Run Mongolia!". In 2014, she organized Mongolia's first-ever public running event welcoming people with disabilities. Her prosthesis showing, she ran with men, and women in wheelchairs, missing arms and legs, blind and deaf. 300 participants and 180 volunteers participated in the marathons.

Saranchuluun has fulfilled her dream running in the 42-km, in New York city and become a winner. She said to the TED reporter: "I'm trying to support other disabled people who like sports in my country. I'd like to say to all those who have two arms and two legs that they should use them for good!"

She was named by the Mongolian Junior Chamber of Commerse "International person of the year 2015".

www.ikon.mn

9b. Read again and answer true (T) or false (F).

1.	Saranchuluun got JCI award.	T	F
2.	Her golden dream was becoming a dancer.	T	F
3.	She organised the first running competition in Mongolia.	T	F
4.	Horseback riding caused her injury.	T	F
5.	Saranchuluun is making a film for Youtube.	T	F
6.	She wants to help more disabled people.	T	F

10. Choose a person who is a volunteer and write about him or her. Follow the outline.



- *Introduction (introduction of the person in one sentence)*
- *Body:*
- *Paragraph 1 (personality) ...*
- *Paragraph 2 (interests)...*
- *Paragraph 3 (skills)...*
- *Conclusion (one sentence about general change)*

How well can you do these things? Tick (√) the columns.

I can …	Very well	Well	Not well
use words related to volunteerism			
listen and understand main points from the talk			
talk about volunteers' work			
read and understand specific information			
write about volunteer people			

GRAMMAR REFERENCE

MODULE 1. SCHOOL DAYS
UNIT 1. WELCOME BACK TO ENGLISH

Smell/taste/look/feel/seem + like* and *as

Use: We use *smell/taste/look/feel/seem + like* and *as* to say that things are similar. *Like* is a preposition. We use them before a noun or pronoun.

*The soap **smells like** a lemon.*
*This candy **tastes as** a strawberry.*
*I **look like** my sister.*
*I **feel like** a fool.*
*It **seems like** a good idea!*

All/half/both (of)

Use: We use *all/half/both (of)* to express similarity. We use *all/both (of)* before and after nouns and pronouns. We use *half (of)* after plural nouns.

*We **all** went hiking.*
***Half** my classmates go to the dance club.*
*I like **both** fish and chips.*

Two-word verbs

Use: We use verbs with prepositions and call them two-word verbs. The meaning of them is different from the meaning of the two parts taken separately.

*Our students **take part in** contents.*
*We are **interested in** travelling around the country.*
*Workers usually **come up with** good suggestions.*
*Students **agree with** their teacher's ideas.*

UNIT 2. LEARNING LANGUAGES

All/half/both (of)

All/half/both (of) are distributive determiners. We use them with countable and uncountable nouns. Sometimes, they are used before articles (*a, an, the*) or the word *of* which is always used when preceding plural pronouns.

Use: *All* is used when referring to the whole group. It is used before uncountable nouns and plural countable nouns.

All employees were given raises.
All of my friends are invited to the party.
All of us are going.

Use: Distributives *both* is used when referring to a pair or only two people or items of a group. It is used before plural nouns.

Both sisters were accepted to the college.
Both of the cars were stolen.
Both of them were fired.

Use: Distributives *Half* is used when referring to just a half of a group. It can be used before singular or plural nouns.

Half of the cake was eaten.
I need ***half a cup of flour****.*
Half of us are staying behind.

'Since', 'As' as a subordinate conjunction

Use: When *since* is used as a conjunction, it joins a main clause and a subordinate clause. *Since* comes at the beginning of the subordinate clause. *Since* can mean *because* or *as*:

I think I'll stay home and watch a film, **since** *it's raining.*
Since *the plane's going to be an hour late, let's go and get some coffee.*

Use: *As* can be used as a subordinating conjunction showing a cause or reason. *As* is preferred when the reason is already known to the reader or listener. *As* clauses usually come at the beginning of the sentence.

As Alice was the eldest child*, she had to take care of the family after the death of her father.* (This is something you can expect.)
As *you know each other, I wouldn't make any introductions. We'll get straight into the business of the meeting.*

***So that* as a conjunction**

Use: *So that* is used to introduce the purpose of an action. *So that* is followed by a subject and a verb. When the main clause is in the present tense, so that is often followed by *can* or *will.* When main clause is in the past tense, so that is often followed by *could* or *would*.

I always leave early **so that** *I won't miss my bus.*
I prepare my lessons well **so that** *I can get good marks.*
I turned off the radio **so that I could** *concentrate.*

UNIT 3. WAYS OF LEARNING

Reported speech

Direct speech is the exact words someone used. We use quotation marks ("") in direct speech. Reported speech is the exact meaning of what someone said, not the exact words. We don't use quotation marks in reported speech. We either use the word *that* after a verb, or omit it.

'I develop my thinking skill' said Alimaa.
Alimaa said (that)she developed her thinking skill.

Use:

- We can use the verbs *say* and *tell* both in direct and reported speech. *Tell* is always followed by a personal object.
  *Alimaa **told** me that she developed her thinking skill.*
- *Say* is used with or without a personal object. When used with a personal object, it is always followed by the preposition *to*.
  *Alimaa **said** to me that she developed her thinking skill.*
- We use reported speech to report someone's words a long time after they were said. In this case the verbs and tenses change as follows.

Direct speech	Reported speech
Present simple *'I want to buy a new dictionary', she **said.***	**Past simple** *She **said** (that) she wanted to buy a new dictionary.*
Present continuous *'She is buying a new dictionary', he **said**.*	**Past continuous** *He **said** (that) she was buying a new dictionary.*
Present perfect *'I have bought a new dictionary', she **said.***	**Past perfect** *She **said** (that) she had bought a new dictionary.*
Past simple *'I bought a new dictionary', she **said.***	**Past simple/past perfect** *She **said** (that) she (had) bought a new dictionary.*
Past continuous *'I was buying a new dictionary', she **said.***	**Past continuous/ past perfect continuous** *She **said** (that) she was / has been buying a new dictionary.*

In reported speech verbs often move 'one tense back'. Both present perfect and past simple become past perfect.

Zero conditional

Use: We use zero conditional to express

- conditions which are always true.
  ***If** you click Ctrl button with 'M', this creates a new slide.*
- scientific facts.
  ***If** you heat ice, it melts.*

In zero conditional sentences, the tense in both parts of the sentence is the present simple.

If **clause (present simple)**			**Main clause (present simple)**
Subject		Verb	
If	*you / we*	*heat ice*	*it melts*

First conditional

Use: We use the first conditional when we talk about what will happen in the future when a possibility occurs. The ***if*** clause can come before or after the main clause with no change in meaning. When the ***if*** clause comes first, we put a comma (,) after it.

***If* clause (present simple)**				**Main clause (future)**
Subject		Verb	Object	
If	*he*	*passes*	*his final exam,*	*he will become a lawyer.*
If	*you / we*	*apply*	*to a university in the USA,*	*you / we will take the TOEFL test.*

or

Main clause (future)	***If* clause (present simple)**			
	Subject		Verb	Object
He will become a lawyer	***if***	*he*	*passes*	*his final exam.*
You / We will take the TOEFL test	***if***	*you / we*	*apply*	*to a university in the USA.*

MODULE 2. HUMAN DOINGS
UNIT 4. PERSONAL IDENTITY

Present perfect

We use present perfect:

- for past events that happen in a period of time continuing up to the present
- to say that finished action or event is connected with the present
- to express the idea of completion or achievement

Positive forms			
Regular verbs		**Irregular verbs**	
I *You* *We* *They*	*have studied hard*	*I* *You* *We* *They*	*have met a famous person*
He *She* *It*	*has studied English a lot*	*He* *She* *It*	*has met a famous person*

Negative forms			
Regular verbs		**Irregular verbs**	
I *You* *We* *They*	*haven't studied English very well*	*I* *You* *We* *They*	*haven't (have not) met a famous person*
He *She* *It*	*hasn't studied English very well*	*He* *She* *It*	*hasn't (has not) met a famous person*

Question forms					
Regular verbs			Irregular verbs		
Have	*I* *You* *We* *They*	*studied English well?*	*Have*	*I* *You* *We* *They*	*met a famous person?*
Has	*He* *She* *It*	*studied English a lot?*	*Has*	*He* *She* *It*	*met a famous person?*

Short answers					
Regular verbs			Irregular verbs		
Yes	*I* *You* *We* *They*	*have*	*No*	*I* *You* *We* *They*	*haven't*
Yes	*He* *She* *It*	*has*	*No*	*He* *She* *It*	*hasn't*

Present perfect + *yet/already*

Use: We use *yet* and *already* with the present perfect to show that up to the present moment something expected has or hasn't happened.

- We often use *already* in positive sentences between *have* and the past participle.
  *I've **already** seen him.*
- We often use *yet* at the end of negative or interrogative sentences.
  *I **haven't seen** him **yet**. **Have you seen** him **yet**?*

Present perfect + *just*

Use: We use *just* with the present perfect to talk about a recent past event.
*The film has **just** finished.*

Present perfect with *since* and *for*

Use: We use the present perfect + ***since/for*** to talk about how long present situations have lasted.

- *Since* is used when we are talking about something that started at a particular point of time in the past.
  *We **have known** each other **since 1990**.*
- *For* is used when we are talking about a period of time.
  *We **have known** each other **for 16 years.***

Adverbs of frequency

Use: We use adverbs of frequency *almost always, frequently, generally, occasionally, rarely, hardly ever; never* to say how often something happens. They can be positive or negative.

Positive adverbs	**Negative adverbs**
Almost always	*rarely*
Frequently	*hardly ever*
Generally	*never*
Occasionally	

We don't use negative adverbs of frequency in negative sentences.

We hardly ever walk to school.

Question tags

Use: Question tags are used to check whether something is true or ask for agreement. We put negative tags after positive sentences and non-negative tags after negative sentences.

She is very kind, ***isn't she****?*
They always meet during the family gathering, ***don't they****?*
Your brother works with you, ***doesn't he****?*
He isn't your sibling, ***is he****?*
They haven't done their homework, ***have they****?*
We don't want to play outside, ***do we****?*

Some verbs/expressions form question tags differently.

I am – aren't I? I am quite tall, aren't I?
Don't – will you? Don't cry, will you?
This/That is – isn't it? This is Marta's photo, isn't it?
Let's – shall we? Let's play, shall we?

Look **+ adjective**

Use: We use *look* + adjective to give an opinion about personality.

She ***looks*** *bossy.*
He ***looks*** *optimistic.*

UNIT 5. CLOTHING NOW AND THEN

We use the verb *look* with an adjective to describe people's appearance.

He/She ***looks*** *nice.*

The passive structure

Use: We form the passive with the verb *to be* in the appropriate tense and the past participle of the main verb. The general relationship between the ordinary (active) form and the passive form is:

X does Y

Y is done by X

Active and passive structures refer to the form of a verb. In the active, the subject is the person or thing doing the action:

John built the house in 1850.

In the passive, the action is done to the subject.

*This house **was built** in 1850.*

Gerund as a subject

Use: We use gerunds (*-ing* forms) to express our opinions or sometimes list activities. In sentences subject gerunds replace nouns (subjects). The gerund has some characteristics of a verb. It can take an object:

Wearing clothes serves many purposes.
Buying clothes is easily accessible in most streets.

Be made of

Use: We use *be made of* to describe items. *Is/ are/ was/ were* are used before *made of.*

*This lantern **is/ was made of** oil and glass.*
*Those vases **are/ were made of** clay.*

UNIT 6. ON THE MOVE

Use: There are different ways to indicate the form of transport we use.

- *by* + form of transport. An exception is *on foot.*
  *This morning I went to a city **by** train.*
  *I get to school **by** bike every day.*
- Some verbs can be followed directly by forms of transport.
  *I **took/caught** a train/bus/ to city this morning.*
  *I **ride** a bicycle/bus to school every day.*
- Other verbs that are usually used to refer to action:
  board, get on/off, get in/out, get/jump into/out of
  Helen was getting into her car when the accident happened.
  We jumped out off the bus and ran into the nearest shop.

Note: *get into a car / a lorry / a taxi /*
get on a bus / a plane/ a train /

The passive structure

Use: We use the passive when we want to show that the action of the verb is more important than the person who carries out the action. We form the passive as follows.

To be + past participle (pp)

His car ***is washed*** *every Saturday. My car* ***was stolen*** *last night.*

Forms	Active	Passive
Present simple	*He washes his car every Saturday.*	*His car is washed every Saturday.*
Past simple	*My father repaired my bicycle yesterday.*	*My bicycle was repaired yesterday.*
Future simple	*People will use more environmentally friendly cars.*	*More environmentally friendly cars will be used.*

When changing a sentence from the active into the passive:

- the object of the active sentence becomes the subject in the passive sentence.
- the subject of the active sentence becomes the agent and is introduced with **by** or omitted.

Active	subject	verb	object
	Lisa	*drives*	*the lorry.*

Passive	subject	verb	agent
	The lorry	*is driven*	*by Lisa.*

MODULE 3. FROM PLACE TO PLACE
UNIT 7. CELEBRATIONS AND PLACES

The present continuous

Use: We use the present continuous to talk about present activities happening at the moment of speaking. We use it to talk about things we have definitely arranged to do.

This summer my family is celebrating my parents' silver wedding anniversary.
We are celebrating Halloween at my school next Friday.

The same as / different from / (not) as … as

Use:

We use *the same as* when comparing things and people when there is no difference.
We use *different from* when there is a difference.
We use *(not) as … as* when things or people similar or are not similar.

Christmas traditions in Canada are the same as in US.
Mongolian birthdays are different from Vietnamese birthdays.
New Year's Day is as exciting as the birthday.
Giving the bumps is not as popular as it used to be.

Who, what, where, when, why* and *how

Use: We use question words with the following meaning:

- *who* to ask about a person or people
- *what* to ask about things
- *where* to ask about places
- *why* to ask about reasons
- *how* to ask about manners

__Who__ do you celebrate your birthday with?
__What__ do you do on your birthday?
__Where__ do you go for holidays?
__Why__ do you have special things on holidays?
__How__ do people celebrate holidays?

UNIT 8. CLIMATE AND ENVIRONMENT

Present perfect vs. past simple

Present perfect	Past simple
We use present perfect forms when we present the news. *It __has rained__ frogs in Scotland.*	We use the past simple forms when we give the details. *Mrs. Kern saw hundreds of frogs on her car.*

Relative pronouns

Use: We use relative pronouns to join sentences. We often put these pronouns in place of *he, she, it* or *they.*

- We use *who* for people and *which* for things.
  Scientists __who__ study environmental problems discussed about global warming.
  A lot of petrol contains lead __which__ is very poisonous.
- We can use *that* instead of *which* and instead of *who* in an informal speech.
  Many plant and animal species __that__ live there could become extinct.
- We use *where* for a place in a relative clause.
  Rainforest is a place __where__ carbon dioxide is absorbed.

Should / shouldn't, must / mustn't, can / could

- We use *should* to give advice. We also use *should* to express weak obligation.
  You __should__ turn off lights when you leave a room.
- We use *must* to say what is necessary, and to give strong advice and orders to ourselves or other people.
  We __must__ save our environment.
- We use *can* and *could* to talk about ability in the present, *could* in the past. We use infinitive without *to* after *can* and *could*. We also use *can* for permission, request and offer. The passive form of the modal verb *can* is *can be*
  We __can__ keep our environment clean.
  Plastic bottles __can be__ turned into a recycling bin.

MODULE 4. CITIZENSHIP
UNIT 9. GOOD CITIZEN

Something/anything, somebody/someone, anybody/anyone, nobody/no one

Use:

- We use *something/anything* when it is not important to say what we are thinking of.
  *There is **something** to remember.*
- We use *something* in positive sentences, and *anything* – in negative sentences and questions.
  *We don't have **anything** to ask you.*
  *Is there **anything** to take for a trip?*
- We use *somebody/someone, anybody/anyone* when it is not important to say exactly who does the action. There is very little difference between these words. However, we use *somebody/someone* in positive sentences, and *anybody/anyone* – in negative sentences and questions.

***Somebody** needs some help.*
*Is there **anyone** who can help us?*

- We use *nobody/no one* to mean 'not a single one'. They are used in positive sentences with negative meaning.

***Nobody** is perfect.*

UNIT 10. HELPING HANDS

Can

Use: We use *can* for making suggestions.

*You **can** apply for a volunteer job any time.*

Might be / could be

Use: We use *might be / could be* to express a possibility. After *might* and *could*, we use bare infinitive.

Have to and *must* are used to express necessity.
*These things **might be** archeological remains.*
*That item in the wooden box **could be** jewellery.*
*You **have to** follow the rules.*
*People **must** obey the laws.*

DICTIONARY

A

abusive, *adj*. - хараалын, доромжлолын
accept, *v.* - хүлээн зөвшөөрөх
accomplish, *v*. - биелүүлэх
achieve the goal - зорилгодоо хүрэх
achievement, *n.* - ололт амжилт
activity, *n*. - үйл ажиллагаа
acquire, *v.* - олж авах
act out, *v.* - жүжиглэх
adjust, *v.* - дасан зохицох
admire, *v*. - бишрэн шүтэх
admission, *n.* - элсэлт
advance, *v.* - амжилтад хүрэх
advantage, *n*. - ололт, давуу тал
advice, *n*. - зөвлөгөө
adventurous, *adj*. - адал явдалд дуртай
aeroplane, *n*. - онгоц
affect, *v*. - нөлөө үзүүлэх
allow, *v.* - зөвшөөрөх
alter, *v.* - өөрчлөх
altruistic, *adj*. - энэрэх сэтгэлтэй
amuse, *adj.* - баясгах
ancestor, *n.* - өвөг дээдэс
announce, *v.* - зарлах
apply, *v.* - хэрэглэх
approach, *n.* - хандлага
appropriate, *adj.* - тохиромжтой
Arabic, *adj.* - араб
argue, *v.* - маргалдах, мэтгэлцэх
assume, *v.* - таамаглах, төсөөлөх
assure, *v.* - батлах, нотлох, итгүүлэх
athletics, *n.* - хөнгөн атлетик
attempt, *n.* - оролдлого
attire, *n.* - хувцас, өмсгөл
audience, *n.* - үзэгч
auditory, *adj.* - сонсголын

B

bad tempered - ааш муутай
baggy, *adj.* - хэлхгэр
balance, *n.* - тэнцвэр
behaviour, *n.* - зан араншин
benefit, *n*, - ашиг тус
bilingual, *adj.* - хос хэлтэй
blank, *adj.* - цэвэр
brain, *n.* - тархи
brocade, *n.* - хоргой, хээтэй торго
burn, *v.* - түлэх
bus lane - автобусны эгнээ
bust, *n.* - чээжний тойрог
bystander, *n.* - ажиглагч

C

captain, *n.* - ахмад
caravan*, n.* - аяллын машин
cash, *n.* - бэлэн мөнгө
cautious, *adj.* - болгоомжтой
cellular, *adj.* - үүрэн
change, *n.* - хариулт мөнгө
characteristic, *n.* - шинж чанар
charming, *adj*.- сэтгэл татам
cheekbones, *n.* - хацрын яс
chest, *n.* - цээж
childish, *adj.* - хүүхэд шиг зантай
choice*, n.* - сонголт
chuckle, *v.* - инээх, инээмтгий
citizen, *n.* - иргэн
citizenship, *n.* - иргэншил
civilized, *adj*. - иргэншсэн, соёлтой
claret, *adj.* - улаан хүрэн өнгийн
class meeting - ангийн хурал
client, *n.* - харилцагч, үйлчлүүлэгч
climate. *n.* - уур амьсгал

clothing, *n.* - хувцас
club, *n.* - дугуйлан
coach*, n.* - хот хоорондын автобус
collision, *n.* - мөргөлдөөн
come back, *v.* - буцан ирэх
come up with - шийдвэр гаргах
community, *n.* - хамт олон, нийгмийн бүлэг
complicate, *v.* хүндрүүлэх, төвөгтэй болгох
concept, *n.* - ухагдахуун, ойлголт
concrete, *adj.* - цементэн
connected, *adj.* - холбогдсон
considerate, *adj*. - анхааралтай, халамжтай
consistency, *n.* - тууштай зан
contribution, *n.* - хувь нэмэр
convenient, *adj.* - тухтай
converse, *v.* - ярилцах
council, *n.* - зөвлөл
courage, *n.* - эр зориг
cover, *v.* - туулах
crew*, n.* - баг, бүрэлдхүүн, экипаж
criticise, *v.* - шүүмжлэх
cruise, *v.* - усаар аялах
curiosity, *n.*- сониуч зан
cut, *n.* - эсгүүр
cycle lane - унадаг дугуйн зам

D

daily routine - өдөр тутмын ажил
Danish, *adj.* - Дани
deadline, *n.* - эцсийн хугацаа
deal with, *v.* - хамаарах
debit card, *n.* - төлбөрийн карт
debut, *v.* - хүмүүстэй харьцах
decisive, *adj*. - шийдэмгий, итгэлтэй
decorate, *v.* - чимэглэх

definitely, *adv*. - тодорхой, илэрхий
delay, *v*. - хойшлох, саатах
demonstrate, *v.* - харуулах
denim, *n.* - хөвөн даавуу (ажлын хувцас, жинсэн хувцсанд зориулсан)
Denmark, *n.* - Дани улс
depart, *v.* - явах
departure, *n.* - хөдлөх, явах
deplete, *v.* - дуусах
designate, *v.* - томилох, нэрлэх
destination *, n.* - очих газар
detail, *n.* - нарийвчлал
device, *n.* - төхөөрөмж
devotion, *n.* - хайр халамж, үнэнч зан
dirt road - шороон зам
disadvantage, *n*. - сул тал, дутагдал
discussion, *n.* - хэлэлцүүлэг
distinguish, *v*. - ялгах, зааглах
domestic, *adj.* - орон нутгийн
dominant, *adj*. - ноёрхсон, давамгай
donate, *v.* - хандивлах
doodle, *v.* - ямар ч бодолгүй сараачих
downtown, *n.* - хотын төв
dress, *n*. - хувцас
drop somebody off, *v.* - замдаа буулгах
drop, *v*. - буурах, багасах
dry cleaners, *n.* - хувцас цэвэрлэгээний газар

E

eavesdrop, *v.* - сэм чагнах
efficient, *adj.* - үр ашигтай, хэмнэлттэй
elderly, *n.* - өндөр настан
electric, *adj.* - цахилгаан
emotional, *adj.* - сэтгэл хөдлөлтэй хүн
employment, *n*. - хөдөлмөр эрхлэлт
empty, *adj.* - хоосон
enhance, *v.* - нэмэгдүүлэх

enjoy, v. - таалагдах, таашаал авах
environment, v. - орчин
especially, *adv.* - ялангуяа
establish, *v.* - байгуулах
evil, *n.* - муу үйл
exhibition, *n.* - үзэсгэлэн
expensive, *adj.* - үнэтэй
extensive, *adj.* - өргөн хүрээг хамарсан

F

fabric, *n.* - даавуу
facility, *n.* - үйлдвэрлэл
fact, *n.* - баримт
family car. - гэр бүлийн машин
fancy, *adj.* - ганган, дэгжин, хээнцэр
fare, *n.* - унаа, тээврийн үнэ
fault, *n.* - алдаа
favourite, *adj.* - дуртай
fear, *n.* - айдас хүйдэс
feel, *v.* - мэдрэх
ferry, *n.* - гатлага онгоц
find out, *v.* - олж мэдэх
fitting room, *n.* - хувцас солих өрөө
float, *v.* - хөвөх, урсах
flock, *n.* - сүрэг
focus on, *v.* - анхаарал хандуулах
fold, *v.* - эвхэх, боох
fond of languages - хэл сонирхдог
forbid, *v.* - хориглох
forever, *adj.* - маш удаан, үүрд мөнх
free time - чөлөөт цаг
freight, *n.* - ачаа бараа
French, *adj.* - франц
frequently, *adj.* - давтамжтай
frock, *n.* - дээл, хувцас
full, *adj.* - дүүрэн
fussy, *adj.* - сандруу, уймраа

G

gasoline, *n.* - бензин
gather, *v.* - цуглуулах
generation, *n.* - үе удам
genuinely, *adv.* - чин сэтгэлээсээ
get in, *v.* - машин, такси, ачааны машинд суух
get interested - сонирхох
get into, *v.* - дотогш орох
get off , *v.* - автобус, галт тэрэг, онгоцноос буух
get on, *v.* - автобус, галт тэрэг, онгоцонд суух
get out, *v.* - машин, такси, ачааны машинаас буух
give up, *v.* - бууж өгөх, орхих
go on trips - аяллаар явах
go with, *v.* - зохицох, тохирох
gondola, *n.* - завь

H

habit, *n.* - зуршил
half-brother, *n.* - эх/эцэг нэгтэй ах дүүс
hands-on activity - гар ажиллагаа
harbour, *n.* - боомт
hardship, *n.* - хүндрэл, бэрхшээл
have clear goals - тодорхой зорилго тавих
hazardous, *adj.* - аюултай
Hebrew, *adj.* еврей хэл
heels, *n.* - гутлын өсгий
helicopter, *n.* - нисдэг тэрэг
helmet, *n.* - хамгаалалтын малгай
help each other - бие биедээ туслах
herd, *n.* - мал сүрэг
hereditary, *adj.* - удамшилт, уламжлалт
heroism, *n.* - баатарлаг үйл
hiking, *n.* - ууланд авирах
Hindi, *adj.* - энэтхэг

hip, *n.* - ташаа
holiday, *n.* - амралт, баяр
holiday home - амралтын газар
homesick, *v.* - гэрээ санах
hometown, *n.* - төрөлх хот
hot-air balloon, *n.* - агаарын бөмбөлөг
humble, *adj*. - даруу, хүлцэнгүй
hybrid , *v.* - хос хөдөлгүүртэй
hydrogen, *n.* - ус төрөгчөөр ажилладаг
hygienic, *adj.* - эрүүл ахуйн

I

identify, *v.* - тодорхойлох
identity, *n*. - онцлог байдал
illustrate, *v.* - тайлбарлах
imagination, *n*. - төсөөлөл
impression, *n*. - сэтгэгдэл
indicate, *v*. - илрүүлэх, тодорхойлох
infant, *n*. - нярай хүүхэд
information, *n*. - мэдээлэл
instead, *adv.* - оронд
instinctive, *adj*. - мэдрэмжтэй
intense, *adj*. - хүчтэй, үлэмж их
interrupt, *v*. - саад болох, тасалдуулах
interview, *n.* - ярилцлага
invention, *n.* - шинэ бүтээл
invite, v. - урих
irritate, *v*. - уурлуулах, бухимдуулах

J

journey, *n.* - аялал
joyful, *adj*. - таатай

K

kerb, *n.* - замын хашлага
kinaesthetic, *adj.* - кинетик

L

lace, *n.* - үдээс
learning styles - сурах хэв маяг
limit, *n.* - хязгаар
limousine, *n.* - лимузин
linen, *n.* - хөвөн даавуу
linguist, *n.* - хэл шинжээч
link, *n.* - холбоос
locality, *n.* - газар орон
lonely, *adj*. - ганцаардмал
loose, *adj.* - сул чөлөөтэй, өргөн
lorry, *n.* - ачааны машин

M

Mandarin, *adj.* - хятад хэл
marina , *n.* - завины зогсоол
marriage, *n*. - гэрлэлт
measurement, *n.* - хэмжигдэхүүн
mind map - оюуны зураглал
modest, *adj*. - даруу, ичимхий
monorail, *n.* - дүүжин төмөр зам
motivation, *n.* - сэдэл тэмүүлэл
multilingual, *adj.* - олон хэл мэддэг
muscle, *n*. - булчин
musical instrument, *n.* - хөгжмийн зэмсэг

N

narrow, *adj.* - нарийн
National Blood Centre - цус сэлбэлтийн үндэсний төв
navigate, *v.* - чиглүүлэх
necessity, *n.* - хэрэгцээ
nephew, *n*. - зээ хүү
nursing home - асрамжийн газар

O

obey, *v.* - хэрэгжүүлэх
obligation, *n.* - үүрэг хариуцлага
occasionally, *adv*. - хааяа, алдаг оног
off-road vehicle*,* *n.* - бартаат замын машин
open minded, *adj.* - сэтгэлгээ сайтай, нээлттэй
operate, *v.* - ажиллах
opinion, *n*. - үзэл бодол
oral, *adj*. - аман
organise debates - мэтгэлцээн зохион байгуулах
orphanage home - хүүхдийн асрамжийн газар
ornaments, *n.* - хээ угалз
outgoing, *adj*. - нийтэч, нөхөрсөг
outlet, *n.* - залгуур
out-of-doors, *adv*. - гадаа, агаарт
overtake, *v.* - гүйцэж түрүүлэх
own, *v.* - эзэмших

P

parking spot - машины зогсоол
pass away, *v*. - нас барах
passenger, *n.* - зорчигч
path*, n.* - зам, харгуй
patience, *n.* - тэвчээр хатуужил
patriotism, *n*. - эх оронч үзэл
paved road - засмал зам
pavement, *n.* - явган хүний зам
pay attention, *v.* - анхаарал тавих
period*, n.* - цаг хугацаа, үе
persistent, *adj.* - цөхрөлтгүй
pessimistic, *adj*.- гутранги үзэлтэй
physical activity - биеийн хөдөлгөөн
pick somebody up, *v.* - унаанд хүн суулгах
pick up, *v.* - сонгох
pick-up truck*, n.* - ачаатай суудлын машин
plug-in hybrid, *adj.* – цэнэглэдэг хос хөдөлгүүрт
polyester, *n.* - полиэфир
polyglot, *n.* - олон хэлтэй хүн
popular, *adj.* - түгээмэл, эрэлт ихтэй
port*, n.* - усан онгоцны зогсоол
portion*, n.* - хэсэг
Portugal, *adj.* - Португал
possessive, *adj*. - өмчирхөг, хамаатуулах
practical, *adj*. - үр ашигтай
practice, *v.* - сургууль/дадлага хийх
presentation, *n.* - танилцуулга, илтгэл
presenter, *n.* - илтгэгч
preview, *v.* - урьдчилж харах
prickles, *n.* - зүү, өргөс
pride, *n.* - бахархал
prior, *adv.* - өмнө
private, *adj.* - хувийн
profession, *n*. - мэргэжил
project work - төсөлт ажил
prominent, *adj*. - агуу
provide, *v.* - хангах
psychologist, *n*. - сэтгэл зүйч
punctual, *adj*. - цаг нарийн баримталдаг
purposeful, *adj*. - зорилготой
put off, *v.* - хойшлуулах
put on, *v.* - жин нэмэх
put on, *v.* - хувцас өмсөх

Q

quarrel, *v*. - муудалцах, хэрэлдэх
quiz, *n*. - асуулт сорил
quote, *n*. - ишлэл

R

radiation, *n.* - цацраг туяа
rarely, *adv*. - хааяа, ховорхон
rayon, *n.* - ээрмэл материал
reach the goal - зорилгодоо хүрэх
reach, *v.* - хүрэх
react, *v*. - хариу үйлдэл хийх
reason, *n*. - шалтгаан
receipt, *n*. - баримт
recharge, *v.* - дахин цэнэглэх
Red Cross Society - Улаан загалмайн нийгэмлэг
regain, *v*.- сэргэх, буцааж авах
relationship, *n.* - харилцаа холбоо
relative, *n*. - хамаатан садан
relax, *v*. - амрах, алжаал тайлах
release, *n.* - шинэ бүтээгдэхүүн
release, *v.* - шинэ бүтээгдэхүүн гаргах
rely, *v.* - найдах
remember, *n*. - дурсах, санах
rent, *v.* - түрээслэх
repair, *v.* - засах
replace, *v.* - орлох
resident, *n.* - оршин суугч
reveal, *v*. - илрүүлэх, нээх
ride, *v*. - унах
ridiculous, *adj*. - инээдтэй, хөгтэй
risk, *n.* - эрсдэл
road , *n.* - зам
role play - дүрд тоглох
round-faced, *adj*. - дугуй царайтай
rural, *adj.* - орон нутгийн

S

sash, *n.* - бүс
school subject - хичээл
seaside, *n*. - далайн эрэг
self-control, *n.* - өөрийн хяналт
self-esteem, *n.* - өөрийгөө хүндэтгэх зан
selfish, *adj*. - хувиа хичээдэг хүн
select, *v*. - сонгох
serious, *adj.* - бууръ суурьтай
set off, *v.* - бэлтгэх, төлөвлөх
set up - бэлэн болгох
sew, *v.* - оёх, хатгах
ship, *n.* - усан онгоц
sibling, *n.* - ах/эгч дүүс
side-by-side, *adj.* - зэрэгцэн
sidewalk, *n.* - явган хүний зам
sightseeing, *n.* - үзмэр, дурсгалт газар
significant, *adj*. - чухал, ач холбогдолтой
significantly, *adv.* - мэдэгдэхүйц
slide, *n.* - слайд
slightly, *adv*. - бага зэрэг
smooth, *adj.* - өөгүй тэгшхэн
smooth, *adj.* - тэгш
sneaker, *n.* - пүүз
snug, *adj.* - ая, тухтай
social worker, *n.* - нийгмийн ажилтан
social responsibility, *n*. - нийгмийн хариуцлага
society, *n.* - нийгэм
software programmer - программист
solar panel - нарны зай хураагуур
solar-powered, *adj.* - нарны энергээр цэнэглэгддэг
sole, *n.* - гутлын ул, улавч
solve a problem - асуудал шийдвэрлэх
spaceship , *n.* - агаарын хөлөг
Spanish, *adj.* - испани
specifically, *adv.* - тухайлбал
speed boat - моторт завь
speed, *n.* - хурд
spend time - цагийг өнгөрөөх
sport competition - биеийн тамирын тэмцээн

splinters, *n.* - өөдөс
step in, *v.* - алхах, гишгэх
stepfather, *n.* - хойд аав
storytelling, *n.* - үлгэрч, туульч
strength, *n.* - давуу тал
study for exams - шалгалтад бэлтгэх
struggle, *v.* - тэмцэх
subway, *n.* - метро /American English/
succeed in, *v.* - амжилтад хүрэх
sufficient, *adj*. - хангалттай
suit, *v.* - тохирох
surfing the Internet - интернэтээр аялах
survey, *n.* - судалгаа
support, *v.* - дэмжих, туслах
switch off , *v.* - унтраах
swim, *v.* - усанд сэлэх
sunbathe, *v.* - наранд биеэ шарах
synthetic, *adj.* - хиймэл, нийлэг

T

take off, *v.* - хөөрөх
take off, *v.* - хувцас тайлах
take risks - эрсдэлд орох
take part - оролцох
tap the foot - хөл дэвсэх
template, *n.* - загвар
textile, *adj.* - сүлжмэл, нэхмэл
Thai, *adj.* - тайланд
thorns, *n.* - хатгуур
tight, *adj.* - нарийхан, бие барьсан
tighten, *v.* - чангалах
toddler, *n.* - хөлд орж байгаа хүүхэд
traditional, *adj.* - уламжлалт
traffic jam - замын түгжрэл
traffic rules, *n.* - замын хөдөлгөөний дүрэм
tram, *n.* - трамвай
transfer, *v.* - шилжүүлэх
transfer, *v.* - дамжин суух
travel, *v.* - аялах
trend, *n.* - загварын чиг хандлага
trimming, *n.* - чимэглэл
trolleybus, *n.* - троллейбус
try on, *v.* - өмсөж үзэх

U

ultraviolet, *n.* - нарны хэт ягаан туяа
underground, *n.* - метро /British English/
uniform, *n.* - дүрэмт хувцас
unique, *adj*. - онцгой, өвөрмөц
unstable, *adj*. - тогтворгүй
untidy, *adj*. - эмх замбараагүй
unusual, *adj.* - ер бусын

V

value, *n.* - үнэ цэнэ
van, *n.* - микро автобус
vehicle, *n.* - тээврийн хэрэгсэл
vendor, *n.* - наймаачин
version, *n.* - хувилбар
view, *n.* - үзэл бодол
violent, *adj*. - догшин ширүүн
visual, *adj.* - харааны
visualise, *v.* - дүрслэх
volunteer, *n.* - сайн дурын ажилтан

W

wadded, *adj.* - хөвөнтэй
waist, *n.* - бүсэлхийн тойрог
weakness, *n.* - сул тал
wear out, *v.* - элэгдэх, урагдах
wheel, *n.* - дугуй
wish, *n.* - хүсэл
wrinkle, *n.* - үрчлээ
work out, - дасгал хийх
woolen, *adj*. - ноосон

TAPESCRIPTS
MODULE 1. SCHOOL DAYS
UNIT 1. WELCOME BACK TO ENGLISH

1b. Listen, check and repeat.

1e. swimming	5b. staying in the camp
2b. hiking	6h. sunbathing
3d. herding animals	7f. playing basketball
4a. travelling	8g. riding a horse

3a. Listen to the dialogue and answer. Is it about a. travelling or b. spending a summer holiday?

Bold: Hi, Jessie! Welcome back to school!

Jessie: Hi, Bold! nice to see you again.

Bold: How was your summer holiday?

Jessie: It was great! I enjoyed it very much.

Bold: Good! What did you do then?

Jessie: I travelled to France with my parents. I did a lot of sightseeing. At the end of my trip I was very tired. My legs felt like cotton wool.

Bold: What is the most interesting thing you liked best?

Jessie: Well, I liked French cuisine.

Bold: Why did you like it?

Jessie: It was really good. Now you tell me how you spent your holiday.

Bold: Well, I went to the countryside to visit my grandparents.

Jessie: What did you do there?

Bold: I helped my grandparents with herding their animals. Then I enjoyed riding a horse, hiking and swimming in the river.

Jessie: It seems like a good holiday!

3b. Listen again and answer true (T) or false (F).

8b. Listen, check and repeat.

1b. Math	6e. Chemistry
2d. History	7i. Music
3f. English	8k. Geography
4c. Mongolian language	9a. Biology
5h. Informatics	10g. Arts

10a. Listen to the dialogue and answer. Are they talking about a. school activities or b. school subjects?

Ada: Hi, Tsog? Are you busy these days? I haven't seen for a while.

Tsog: Hi, Ada. Yeah, I am busy as a bee. At school we all have to do a lot of things.

Ada: Why? Do you take a lot of subjects at school?

Tsog: Yes, I take more than 15 subjects such as Math, Geography, Mongolian language, English, History, Arts, Science and so on.

Ada: Oh, I see. It seems like too many.

Tsog: How about you?

Ada: Well, I also take several subjects but not that many. Actually, half my classmates select the same subjects.

Tsog: Which are your favourite subjects?

Ada: Mm… I like both Arts and Music because I like drawing, designing things and also dancing.

Tsog: It looks like you are an artistic person. For me, my favourite subjects are Science and Computing. Especially I like Biology because it is interesting to learn about animal life and their behaviour. So I enjoy watching different animals in the Gobi.

10b. Listen again and complete the table.

18a. Listen to students and say how they spend their day.

Bess: Hi, I am Bess. I go to a dance club and learn modern dynamic dance. The music is incredible. I like it very much. We practice dancing regularly and sometimes take part in contests. Last year we won the award of the year. As you see I spend my day dancing and listening to music.

Bold: My name is Bold and I'm interested in boxing. So I attend a boxing club twice a week. We have to do a lot of practice as well. Therefore I do a lot of exercises every day. Maybe more than 3 hours a day. Physical health and strength is important for a good boxer.

Anu: I am Anu. My hobby is doing things by hands, designing and decorating things. So I go to the arts and design club. It takes a lot of time to think of an interesting design, so sometimes I put off all my homework which is not good. However, I enjoy my club and both my parents always support me.

Ralph: I am Ralph and I live in the countryside in the North of England. My day is full of social activities because I attend a discussion club. We usually have a lot of discussions trying to come up with the right solutions to the social problems. For this reason, I have to read much and learn how to solve problems. Meeting and helping people is fun.

18b. Listen again and answer the questions.

SELF-CHECK

6a. Listen to the telephone conversation and answer. Is it about a. school activities or b. free time activities?

Fred: Hello, Misheel!

Misheel: Hi, Fred.

Fred: What are you doing?

Misheel: I'm working on a project now.

Fred: Hm … What is it about?

Misheel: Well, this is a new project. It is about professional orientation for students. We are going to learn about our parents' professions and jobs. We invite our parents to school and talk to them. We will talk about different professions.

Fred: Oh, it sounds like you are learning a lot. What else do you take at school?

Misheel: We do a lot at school because our school is a child-friendly school. That's why our students are very active. We organise competitions, art shows and debates, have class meetings and so on. How about your school? Do you do the same things as well?

Fred: Sure, we also do different things like go clubbing, take part in sport competitions and have meetings with parents.

Misheel: Fred, do you study for exams as a class? We do it every time before taking exams.

Fred: Yes, we do. We often take tests. We prepare for them together.

Misheel: We usually help each other. Good students become tutors, and they help others before exams. Do you also help each other?

Fred: Yes, of course.

Misheel: I see. I think our students do the same activities at school.

Fred: That's right. I agree with you.

6b. Listen again and tick (√) the activities Misheel and Fred mentioned.

UNIT 2. LEARNING LANGUAGES

4a. Listen to the text and answer. What kind of learner is Tamir?

Tamir, a friend of mine, has been studying English for almost three years, and yet he has poor progress in learning English for several reasons. He is not confident, and he has always been afraid that he will make too many mistakes. He has not been persistent: some days he works very hard, but the next several days he just forgets to practice English. Since he must speak Mongolian every day at home and school, he has little opportunity to use his English. However, when there is a chance to speak English, he is usually too shy to do so. Perhaps the main reason for such slow progress is the lack of interest. He has never felt that this language will be useful to him in the future. All these factors have caused his poor progress in English.

4b. Listen again and complete the list.

9a. Listen to four people. What are they talking about?

Gabriel

My name's Gabriel. I'm an opera singer. I speak four languages: Italian, German, French and Russian. I start learning a language by learning the correct pronunciation of the language. It usually takes one or two weeks. First, I learned the International Phonetic Alphabet (IPA) for the English language from Wikipedia and some video lessons. After pronunciation, I learn how to spell the words.

Melany

Building vocabulary is important when you learn foreign languages. I like to use Anki, a wonderful, free flashcard program that runs on smartphones and computers. You can learn 20-30 new words a day in about 30 minutes on your smartphone. To save time, I start with the most common 400 words in English and easy-to-picture things like man and woman, dog and cat, to run and to cook, etc. I find good translations or images of these words and put them in my Anki deck to memorise.

Anand

Once I have enough vocabulary and grammar, I start writing essays, watching TV shows, reading books, and talking (at least to myself!) about things I see and do. As for writing, you can (and should) write whatever you want: journals, opinions, what you did today, your shopping list, or anything.

Alexander

As for me speaking practice is the key to learning foreign languages. There are internet exchanges and Skype videochats that will really help you practice speaking, and if you surround yourself with foreign language TV and movies, read books and videochat with people frequently you can easily improve your fluency.

9b. Listen again and complete the list.

12a. Listen to the interview and complete the spidergram.

Reporter: Good Morning. For today's programme we've invited a linguist Oyun from the Foreign Language Institute. Thank you for coming. My first question is: What are the benefits of speaking foreign languages?

A linguist: Well, there are certain benefits. First, doors are opened to you around the world. Second, if you are fluent in a second language, you will have a better chance to get a job. Third, speaking other languages is great for travelling. Next, acquiring a second language improves your memory and increases your concentration skill as well as your problem-solving skill. There is research finding that bilingual students get higher scores in tests than monolingual students, especially in the area of vocabulary, reading and math. Researchers also conclude that multilingual speakers are more creative than monolingual speakers. Finally, learning foreign languages builds up one's self-confidence.

14b. Listen and check your answers.

Question 1. Which of the 9 planets is not named after a god? The correct answer is Earth. The Earth is the only planet not named after a god.

Question 2. Which 3 words end with "g-r-y"? The words ending with "g-r-y" are: *angry, hungry, and hangry.*

Question 3. How many words do you think there are in the English language? The correct answer is d. There are 2 million words in English.

Question 4. The following English words come from other languages. Can you guess which language they are from? Here are the answers.

a) Tea is borrowed from Chinese. b) Coffee is borrowed from Turkish. c) Potato is borrowed from Spanish. d) Shampoo is borrowed from India.

Question 5. Approximately how many languages are spoken in the world?

The correct answer is a. According to the US World Factbook in 2015: All told, there are 7,100 languages spoken in the world.

Question 6. What percentage of the Internet is in English? The correct answer is c) 86%

19a. Listen and complete the interview. Then, say what Benny is talking about.

Reporter (female): This is BBC Talk News. Today we have Irish polyglot Benny Parker as our guest. Hello, Benny. Thanks for joining us.

Benny(male): Good afternoon.

Reporter: Benny, how many languages can you speak?

Benny: Well, so far 25 languages.

Reporter: That's amazing. How come you speak so many languages? What is the best way to learn a foreign language?

Benny: My answer is simple. First, listen a lot. How? Find good podcasts. Why? Because I've found that *speaking from day one* is the best way to learn a language. Podcasts give the opportunity to listen how people speak in the new language. As you listen, you'll learn correct pronunciation. Besides that, good podcasts guide you on a journey in learning your new language.

Reporter: What are the advantages of language learning with podcasts?

Benny: Podcasts are great because you can learn on the go. You can download language lessons from iTunes, then listen on your smart phone or tablet. With podcasts, you can learn while you're doing other things, like driving to work, walking the dog, cleaning the house or making dinner.

Reporter: Benny, what are the best language learning podcasts?

Benny: Anytime I'm asked about this question, I always recommend *Innovative* podcasts. There are 30 different languages available in the *Innovative Podcasts* series.

Reporter: What would you recommend for those who want to improve their English language fluency?

Benny: Well, there is a very good podcast site. Englishclass101.com. The fastest, easiest and fun way to learn English.

Reporter: Well, Benny, thanks again for your time and advice. I hope …

19b. Listen again and answer true (T) or false (F).

SELF-CHECK

6. Listen to Oyu. Is she talking about …?

a. an English language learning experience or b. learning new words

Oyu: I love learning languages. English was the first foreign language I learned. First it was difficult, because pronunciation and spelling of some words are different. But I wanted to learn English very much, so I listened to everyday dialogues, English songs and watched videos from Youtube; played language CDs and took notes to improve my listening comprehension. After I learned the most common 100 words, I started to speak up using them. I talked to myself. I think, speaking English every day is very important. Sometimes I watched movies with English subtitles. It helped me a lot to develop my vocabulary. Then I collected English books, magazines and newspapers to read.

7. Listen again and make a list of strategies Oyu uses.

UNIT 3. WAYS OF LEARNING

2b. Listen, check and repeat.

1e Information - facts or details about a situation, person or an event

2g Links - a relationship between things, people, or ideas

3d Hands-on activity - experience that you get by doing something

4a Graphs - drawings that show how sets of measurements are related to each other

5b Discussion - talking or writing about something, especially in order to solve a problem or resolve a question.

6c Strengths - particular qualities that make someone or something successful and effective

7f Weaknesses - faults or bad points in someone's body, character or knowledge

5a. Listen to the dialogue and answer. What are they talking about?

Teacher: In two weeks' time you are going to present findings of your project work on learning styles. So, today I have decided to talk a little more about them. You can ask any questions as I talk. Learning styles are simply different approaches or ways of learning. Let's start with the basic understanding of the topic. What are the types of learning styles? Basically we are going to do 3 projects: projects on visual learners, auditory learners, and kinaesthetic learners. Now, what are visual learners? These people learn through seeing. In other words, they learn better when they see other people's body language and facial expressions.

Student 1: Could you clarify 'learning by seeing' a little bit? What do they like to see?

Teacher: OK. They usually think in pictures, so they learn best from various diagrams, illustrations, videos, tables, and hand-outs. During a lesson or a classroom discussion, they often prefer to listen. They are called auditory learners.

Student 2: Could you give us some examples of what they can listen to?

Teacher: Written information may have little meaning until it is heard. These learners often benefit from reading a text aloud or listening to what others have to say.

Student 3: So, does that mean tone of voice and speed can be important for them?

Teacher: Yes, it's very important. Now, the last group of people, kinaesthetic learners, learn well by moving, doing and touching. Hands-on activities are good for them. It can be hard for them to sit still for long periods.

Student 4: How about …

5b. Listen again and complete the sentences.

15a. Listen to the ICT lecture and answer. Is it about a PowerPoint programme or how to create a PowerPoint presentation?

PowerPoint gives you the ability to create a powerful visual aid that can help make your presentation the best it can be. PowerPoint presentations work like slide shows. When you use PowerPoint, you will break your message and story down into slides. Think of each slide as a blank canvas for the pictures, words, and shapes that will help you build your story. You can follow the steps below to make a successful presentation:

a. Choose between a blank presentation and a template. If you start a new PowerPoint file, this creates a blank presentation or a template. Blank presentations allow you to apply your own style, but this can be a time-consuming process. Templates can give your presentation a uniform style, but they may not suit your exact needs.

b. Create your title slide. Your title is the first thing that people will see. It should be easy to read and give a basic overview about the topic of the presentation. Most presenters will include their or their group's name on the title as well.

c. Add new slides for content. If you click the Ctrl button and 'M', this creates a new slide and a blank slide will be added after the slide you are currently on. The slide will contain a title box and a text box. You can choose to use these or insert your own objects using the Insert tab.

d. Navigate your presentation. You can use the frame on the left side of the window to quickly scroll through your slides. Clicking any of them will open that slide, so that you can edit it. If you click on the Outline tab, an outline tree of your presentation appears there. Each slide will be labelled by the slide title.

e. Preview your presentation. You can get a basic feel for the flow of your presentation at this point by pressing F5 to start the slide show. Click the mouse to advance the slides. Use the preview slide show to get an idea of how long the presentation is and how well information flows from one slide to the next.

wikihow.com

15b. Listen again and put the pictures in order.

20a. Listen and choose *a, b,* or *c.* What does Badral want to be?

a. an engineer
b. a technician
c. a software programmer

Interviewer: So, let's get started. Please, tell me about yourself and why you chose this university.

Badral: My name's Badral. I am finishing high school and I want to apply to your university because I want to be a software programmer. I've been looking for an appropriate university, and I've chosen your university because you have a good programme.

Interviewer: What are your hobbies and interests?

Badral: As many other boys, I like to play computer games. Also I like solving logical problems because they are interesting, even though they seem to be challenging. Now, I'm also taking guitar lessons, which are really cool.

Interviewer: Thank you. Why do you want to become a software programmer?

Badral: I'm good at designing and modelling. I think, in the future people will use computing network more than now. I will create my own software programme to ease the work of many people. So that's why I want to be a software programmer. It's also one of today's most prestigious jobs.

Interviewer: If you are accepted at our university, what will you do in your free time?

Badral: If I am accepted to the university, I will join a students' club where I can meet others who have the same hobbies like me. And I think I will make a lot of friends, too.

Interviewer: Great! Now tell me, how your school teachers would describe you.

Badral: Well, they might say that I'm active and serious, but not always. One of my teachers said to me, "*If you were an animal, you would be a monkey because you are curious about anything new*."

Interviewer: What are some of the things you would change?

Badral: Personally, I would change myself for the better.

Interviewer: That's pretty good. Thank you.

Badral: You are welcome.

20b. Listen again and choose true (T) or false (F).

SELF-CHECK

5a. Listen to the interview and answer the question. What's the main idea of it?

a. Personal information b. Academic achievements

Interviewer: OK. Let's start. First, please tell me about yourself.

Alex: My name's Alex. I'm finishing secondary school, and I've applied to your university. I want to be a financial analyst.

Interviewer: Please describe yourself. What five adjectives would describe you the best?

Alex: I'd say that I'm serious and punctual. My friends and my teachers say that I get along with others well. I try to be persistent to achieve my goals but I'm not good at showing my emotions.

Interviewer: Good. And my next question is, what school activities were you involved in? What activities did you enjoy the most?

Alex: I've been a member of the students' council since I was in primary school. I've organised many school activities. For example, we organised a clean-up day, and tree planting. Earth day was the most interesting for pupils. We also collected old paper, recycled items, and old clothes to donate to those who are less fortunate. Also I helped our social workers to organise different activities as well.

Interviewer: What are your favourite subjects at school? Why?

Alex: My favourite subjects are Math and Science. They are the most important for my future studies. Computer classes are the easiest of all. I can do quite a lot on a computer, because I learned from my father.

Interviewer: That's interesting. My last question is about your goals.

Alex: Until I was in the 10^{th} grade I didn't know how to set my goals but then one day our teacher taught us how to do it. Then I realised that goals and dreams are different. Since then, I've tried to set goals more realistically. So, my goal is to enter your university to become good at analysing financial data.

Interviewer: Thank you for coming in the interview. Good luck.

Alex: Thank you. Goodbye.

5b. Listen again and complete the chart about Alex.

MODULE 2. HUMAN DOINGS

UNIT 4. PERSONAL IDENTITY

5a. Listen to the short dialogue and identify who they are talking about.

a. Their families and relatives **b. Their ancestors**

Andrew: Tenuun! You dropped something, didn't you!

Tenuun: Oh! That's my family picture.

Andrew: Here you are.

Tenuun: Thanks, Andrew.

Andrew: It looks like you have a big family.

Tenuun: You're right. There are seven people in my family. My mother, my father, my two half-brothers, me, and my two younger sisters.

Andrew: So you are the third child in your family, aren't you?

Tenuun: Yes. What about you? Do you have any siblings?

Andrew: I am an only child.

Tenuun: You are? How does it feel to be an only child? Have you ever felt lonely?

Andrew: No. I never feel lonely because I have two cousins that live nearby. They are like my own brother and sister.

Tenuun: Lucky you. My cousins live in different aimags, so I rarely meet them. Fortunately one of them is coming soon. She is participating in the Math contest in May.

Andrew: You are luckier than me. You have a lot of fun with your brothers and sisters, don't you?

Tenuun: Ha.. ha… It is not always like that. We sometimes argue about trivial things and quarrel with each other.

Andrew: Well, at least you still love each other, don't you?

Tenuun: This conversation makes me feel homesick. See you in class, Andrew.

5b. Listen to the dialogue again and write the correct names in the spaces.

14a. Listen to the conversation and draw a Venn Diagram in your notebook. Write the appropriate words under the correct heading.

Rebecca: Let's talk a little bit about personal identity. So, what do you think about it?

Badral: Mmm, personal identity deals with philosophical questions that arise about us by people's values of our being. Each of us is unique. No one has exactly the same face, hands, hair, body or personality. Even identical twins are said to be different.

Rebecca: I totally agree with you. Could you explain more in detail?

Badral: Actually, personal identity consists of outer identity and inner identity.

Rebecca: Ok! That's interesting! What is the difference between them?

Badral: Well, for instance, you are identified as Australian because you are a citizen of that country. Rebecca, you are female that is your outer identity and also when you start school you become a student. In other words, your gender and career are outer identities, too.

Rebecca: Well, how about personality traits? Is it outer identity?

Badral: No, it is inner identity. Moreover your talents, likes and dislikes are inner identities.

Rebecca: It sounds really interesting! So appearance is our outer identity, isn't it?

Badral: You are right! Appearance makes people unique. Do you think responsibility is inner identity?

Rebecca: It is difficult to distinguish one from another but I think "Yes".

Badral: Great! It is definitely inner identity.

14b. Listen, check and repeat.

<u>Outer identity:</u> citizenship, gender, career, appearance
<u>Inner identity:</u> personality, likes/dislikes, talents, responsibility

19a. Listen to the conversation and explain what they are talking about … .

a. their friendship or b. their hobbies

Molly: Okay, Murun, you have quizzed me about my best friend. Now it's your turn.

Murun: My best friend is one of my best friends from secondary school. His name is Telmen.

Molly: Where did you meet him?

Murun: Well, we met when we were going to the same school. I remember that day because of choosing extra-curricular clubs. My classmate was looking for students with similar interests, and so he put on a T-shirt "We love basketball". Actually, he caught me with the same t-shirt. Then we found another boy with the same shirt!

We all quickly started talking because of that.

Molly: So is that why you are good friends? Is it because of this common interest?

Murun: I think so. It does have a lot to do with it. We have had a lot of good times as a team playing basketball together or watching NBA programmes on TV. I think, we have a really good friendship. Since we have supported each other for so long and we've won school basketball games many times.

Molly: Have you seen each other recently?

Murun: Last year he moved to Huvsgul aimag with his family. But the modern world is full of technology, so we connect on Skype and talk for hours mainly about basketball.

Molly: Have you ever argued with him?

Murun: We have never argued because both of us are pretty patient.

Molly: Nice! You are really good friends. Thanks for sharing about your friend.

Murun: Oh, I really wanted to tell this story to someone. It makes me happy all the time.

19b. Listen to the conversation again and choose the best answers.

SELF-CHECK

6a. Listen to the speakers and explain what they are talking about … .

a. their general traits or b. their good traits

Speaker 1: Hello. My name is Audrey. I am from the USA. What are my best qualities? This is a difficult question for someone to answer, but I'll try. I think my best qualities are probably that I am generous and punctual. Some people think that I am bossy, but I really try to be decisive. I genuinely like people, and I like talking to people. I try to be open-minded and kind.

Speaker 2: Hi, all! I am Conrad. I am a citizen of Australia. What is my best quality? I'd say my best quality is my friendliness. I always try to be positive and outgoing, especially the first time I meet a person. I try to continue being warm regardless of who they are. I enjoy being friendly, so it's not really work for me. It's against my personality to be mean to others.

Speaker 3: Hello! I am called Lisa. I am from Canada. What are my best qualities? My best quality is the fact that I am a good listener. I'm always there to hear if my friends are having a bad day or just really need to talk. I'm considerate and caring. Even though I'm really independent, I know that I need good people in my life. To the people I really care for and love, I will always consider them very important in my life.

Speaker 4: Hi, all! I am Simon. I am from Sweden. What's my best quality? I think it's that I'm very ambitious. I'm not afraid of new things, so I learn new things a lot faster than most people do. I can be a little bit dominant or bad tempered at times, but I think that sometimes these qualities help me to win competitions and reach my goals. Overall, though, I would consider myself to be imaginative and energetic.

6b. Listen to the speakers again and fill in the table.

UNIT 5. CLOTHING NOW AND THEN

4a. Listen to three people and answer. What are they talking about?

a) Clothes they are wearing b) Clothes they have in their closets

Mark: That's a nice jacket, Hulan. Lovely blue. Where is it from?

Hulan: Hm… It's got a label… "Made in Scotland. 100% new wool". Your new tie's nice too, Mark. Is it silk?

Mark: Yes, 100% silk. Made in China. The same colour as your skirt, Sarnai.

Sarnai: Is it? No, not really. My skirt's different green! It's from Egypt.

Hulan: Really? It's beautiful. What's it made of?

Sarnai: It's cotton.

4b. Listen again and fill in the missing information.

17b. Listen to the dialogue and answer. How much did the customer pay?

Shop assistant: Can I help you?

Customer: Yes, have you got this T-shirt in other colours?

Shop assistant: We've got it in white, black, red and purple. What size do you want?

Customer: Medium.

Shop assistant: OK, in medium we've got black and red.

Customer: And in purple?

Shop assistant: No, just black and red.

Customer: OK, red. Can I try it on?

Shop assistant: Yes, of course. The fitting rooms are over there. (pause)

Shop assistant: Is it OK?

Customer: Yes, I'll take it.

Shop assistant: That's £10.95. Would you like to pay by debit card or with cash?

Customer: Cash please. Here's twenty.

Shop assistant: OK, thanks, that's nine pounds 5p change and here's your receipt.

Customer: Thanks. Bye.

17c. Listen to the dialogue again and answer the questions.

20a. Listen as you read. Then answer. Are they talking about *a, b*, or *c*?

a. personality **b. feelings** **c. appearance**

Lucy: Come over here Zulaa and have a look at this dress.

Zulaa: Oh, yes! It looks lovely. Why don't you order it now? It looks like it will fit you.

Lucy: I'd better check it a bit more. Last time I bought a dress. It was baggy and didn't fit properly.

Zulaa: If you need a different size, just type your size needed and it will offer it to you.

Lucy: What do you think? Does it look good?

Zulaa: Perfect! I think it fits you. You'll look very pretty in it. Why do you want to buy a dress anyway, Lucy?

Lucy: I'm going to my brother's 30th birthday party and I want to look my best!

Zulaa: Well, you look good in everything you wear.

There are some designer dresses that look nice as well.

Lucy: I think I'll buy this one. How can I pay for this? Can I pay online?

Zulaa: Yes, but it says to ask on the phone for transfer.

Lucy: Great. Let's go to an ATM to pay for it. Come on.

20b. Listen again and answer true (T) or false (F).

21b. Listen to the dialogue and answer. What clothing problem are they talking about?

Bayaraa: Oh, a button has come off my shirt.

Jenny: What are you going to do?

Bayaraa: First, I have to find the button.

Jenny: Where did you lose it?

Bayaraa: I have no idea.

Jenny: A button is hard to find. Did you look in your pant cuffs?

Bayaraa: That's a good idea.

Jenny: I found a button in my pant cuffs once.

Bayaraa: Let me look. No, it's not there.

Jenny: Many shirts come with an extra button.

Bayaraa: You're right. This one does have an extra button.

Jenny: Now all you have to do is sew it on.

SELF-CHECK

6b. Listen and check. Then practice the dialogues in pairs.

1. *Anand*: Beth, you look great.
   Beth: Thanks. You do, too.
2. *Josh*: Zulaa, what is that?
   Zulaa: It looks like a school bag.
3. *Beth:* You look different in this picture.
   Zulaa: I know. I look like a boy.
4. *Anand*: Wow! Your hair looks cool today.
   Josh: Do you think so? I don't like it.
5. *Beth*: Anand, who is that?
   Anand: It looks like Mr. White, but I'm not sure. He's too far away.
6. *Josh*: What do you wear if you want to look trendy?
   Beth: Mmm, let me think. I think I wear bright-coloured tops.

UNIT 6. ON THE MOVE

7a. Listen to the dialogue and answer. What were the two people talking about?

a. Buying a car **b. Choosing transport** **c. Going to the airport**

Linda: Hey, why don't we take the bus tonight instead of driving? It takes forever to find a parking spot.

John: Oh, it's not that bad.

Linda: Then after the dinner we can go for a walk, have a look around the city, then get the bus home.

John: Yeah. Well, we can go for a walk then drive home.

Linda: Oh, where are we going to park the car?

John: Well, if we don't find a place in the street, we'll use one of the parking stations.

Linda: On a Saturday night they're all full. Oh, what about getting a taxi home?

John: Have you tried catching a taxi in city lately?

Linda: The problem is you're just so used to travelling by car you hate to use public transport.

John: Yeah. Well, I just don't enjoy it. It takes ages to get home. And you're lucky if it comes on time.

Linda: Then you won't be able to have beer.

John: You can drive!

Linda: Oh no. I hate driving at night.

John: Well … Look, I won't have any alcohol drinks tonight.

Linda: Are you sure about that?

John: Yeah. You don't have to drive. Is that okay?

Linda: Okay. Then we don't have to leave now.

7b. Listen again and answer the questions.

14a. Listen to Eric, Jeyong, Naomi and Todd and choose a, b or c.

Are they talking about … ?

a. their views on transportation

b. journey to work

c. travelling on vacation

Eric, Canada

I'm Eric, from Canada. Does your hometown have a good transportation? Well, my hometown is Toronto and I would say that it does have a good transportation system. The highway system is quite extensive and there are buses and subway systems and long distance trains throughout. It may not be as convenient as some other countries like England or Japan, but I do think Toronto has the best transportation system in Canada.

Jeyong, South Korea

I'm Jeyong from Seoul, South Korea and "Yes" we have a good transportation because we have a lot of buses and we have a very convenient subway which almost goes around places around Seoul area, and outside of Seoul, so basically you can reach any place by riding the subway, and buses, even though there's big traffic, still I think it's very comfortable.

Naomi, Australia

My name is Naomi and I'm from Australia. There's actually not very good transportation in my hometown because it's quite rural. You definitely need your own car to get around. I have a car in my hometown to get me around because actually it's on top of a mountain so there's no trains and there's only an occasional bus which is very expensive to use.

Todd, United States

I'm Todd from the United States. Yeah, San Francisco has a pretty good transportation system. The best thing about it, it's really cheap. You can go anywhere in the city for 1 dollar because once you buy a ticket for one dollar you get three transfers, so you can transfer from a bus to another bus, or a bus to the subway, so it's really efficient. Also we have the cable cars and there are pretty cool.

14b. Listen again and answer true (T) or false (F).

SELF-CHECK

8a. Listen to Anne and choose *a*, *b* or *c*. She is talking about … .

a. her daily work b. journey to work c. public transportation

Reporter: Hello, Anne. What's your journey to work like? How do you go to work?

Anne: I live in the North West London and work in central London, so it takes me about an hour to go to work. First, I go to the underground station and take the train. I change trains at Euston. I change from the Northern Line to

the Victoria Line and I get off at Victoria and walk to the college where I work. In the morning I set off quite early so the trains aren't crowded and I can usually sit down, but in the evening the trains are very crowded and everybody's squashed together and in the summer it's really terrible.

8b. Listen again and put Anne's journey in the correct order (1-6).

MODULE 3. FROM PLACE TO PLACE

UNIT 7. CELEBRATIONS AND PLACES

2b. Listen, check and repeat.

New Year: Happy New Year! Thanks for coming. Good luck! The best of luck for the New Year!

Birthday: Happy birthday! Thanks for coming. It's lovely, thank you very much.

Halloween: Happy Halloween! Trick or treat!

Tsagaan sar: Happy Tsagaan Sar! I hope you'll be very happy!

Wedding: Happy anniversary! Thanks for coming. Congratulations!

Children's day: Happy Children's Day! It's lovely, thank you very much.

6b. Listen to the radio programme. What celebration are they discussing?

Host: Thank you, Mr. Jones, for accepting our invitation. I hope our young listeners will enjoy our programme and learn lots of interesting facts about birthday traditions.

Jones: Thank you, I hope so.

Host: Well, I guess there is a great number of interesting traditions and customs around the world relating to birthdays …

Jones: Yes, and I would like to tell our listeners about the most interesting and unusual ones. In Canada, for example, the birthday child's nose is greased with butter or margarine for good luck where as in Ireland the child is given the bumps (lifted by their hands and feet and bumped on the floor) for good luck.

Host: Oh, that is the same as in Britain, isn't it?

Jones: That's right. But giving the bumps is not a popular as it used to be. It can be dangerous. In some countries birthday traditions are completely different from other places. In Italy, for instance, the child's ears are pulled for the number of years old they are.

Host: That must hurt!

Jones: Oh, yes. There are a lot of similarities in birthday traditions in many countries, especially Western countries like Britain, Italy, Ireland, Canada and the USA. Birthdays are celebrated with a cake, candles and a song. In Central and South American countries girls turn in 14-15 dance a waltz with their father or a young man.

Host: That's really romantic and memorable, of course.

Jones: In Japan the birthday child wears entirely new clothes. Then there is the Vietnamese tradition which is quite unusual and different from the Japanese. The Vietnamese don't tell anyone the exact date they were born. Everyone there celebrates their birthday on Tet, their New Year's Day. On this day, adults give children red envelopes to wish them good luck. So New Year's day is as important as the birthday itself in Vietnam.

Host: That's really interesting! Thank you.

6c. Listen again and tick (√) the country and activities mentioned.

11a. Listen and write the names of the celebrations to the pictures.

A. In Mongolia, Naadam is a special occasion. It is celebrated on July11th every year. People dress up in colourful traditional costumes which are called "deel" and gather in the central stadium to watch wrestling and archery competitions. Also people enjoy horse racing.

B. In Brazil, a carnival is held once a year in February. It's a great time for everyone to have fun when people wear colourful costumes and masks. There is a big Samba competition, so dancers can spend hours practicing their dances.

C. In Japan, children the third, fifth, and seventh birthdays are particularly important. At this age, there is a special celebration called Shichi-Go-San (seven, five, three) when children go to the temple wearing a brand new kimono.

D. In the USA, people celebrate Christmas on December 25th. People buy presents and decorate their houses with Christmas trees. They also eat roast turkey. People usually drive or walk around neighborhoods in the Christmas evenings to see the lights displayed around neighborhoods.

E. In Canada, the Tulip Festival is held every May. Over a million tulips in 50 varieties bloom in public spaces in Ottawa. There are also a number of special events taking place throughout the festival period. People enjoy street performances and eating out.

11b. Listen to the texts again and take notes.

14b. Listen, check and repeat.

1. Decorations 2. Fireworks 3. Crowded shops 4. Candles

5. Flowers 6. Masks 7. A fancy dress party 8. A wish

19b. Listen and check your answers.

1f 2b 3e 4h 5d 6a 7c 8g

SELF-CHECK

7a. Listen to the speakers and say what they are talking about … .

a. their favourite holidays or b. their countries

Speaker 1:

My name is Hans. I am from Germany. In my home country, Germany, I think the best holiday is Christmas. Christmas season is amazing. We have many markets especially for Christmas. Christmas time normally comes with a lot of snow and an amazing atmosphere. My mum makes cookies, and we have lots of friends and family over to our house, so it's a wonderful time.

Speaker 2:

I am Li. My home country is China. I think in China the best holiday should be the spring festival. It is the main festival in China, and the families always get together, and the children can get their red pack with the money put in, so everybody likes that holiday.

Speaker 3:

Hello everyone! I am from Indonesia. You can call me Isma. My country's best holiday, I think, would be the Ramadan month, just because it is the holy month and everybody is usually pretty nice, and usually have a longer holiday on it, maybe around two weeks or something. So, the Ramadan month would be the best holiday for me.

Speaker 4:

My name is Sarah. I'm from the U.S., so I would say the best holiday would be maybe Thanksgiving, although there are some aspects of that holiday that I don't like. I don't like the overeating, but I do like the fact that families get together and talk about reasons why they're thankful for being together and for having family.

Speaker 5:

Hi! I am from Botswana. My country's best holiday is the Christmas-New Year period, because that's the time when the families get together and they cook traditional meals and see their friends. There are a lot of things going on in the village and other places, as well as the city.

7b. Listen to the speakers again and fill in the chart.

UNIT 8. CLIMATE AND ENVIRONMENT

2b. Listen, check and repeat.

RAIN - drizzle, shower, thunder, downpour

WIND - breeze, bluster, gale, hurricane

COLD - hail, sleet, frost, blizzard

7a. Listen to the radio reporter. Is she talking about a. climate changes *or* b. weather forecast?

In the central part of Mongolia, it'll be clear and sunny, but bit temperatures will be around eight or nine degrees. It'll be dry all day but very windy, so wear warm clothes if you are going out.

In the north part of England, there will be storms coming in from the north today, and they'll arrive in mid-morning. It'll be wet, windy and chilly. In the late afternoon, there

will be big amount of rain and lightning. You should take your rain coat, wellington with you.

In the south part of India, it'll be a clear, boiling day again today, with temperatures in the thirties. The sunshine and cloudless blue skies will stay with us for the rest of the week, so take an umbrella and sunhat.

7b. Listen to the reporter again and complete the chart.

13b. Listen, check and repeat.

1f. climate change -	the changing temperature, rainfall, and wind over a long time which causes drought or flooding
2h. deforestation -	the cutting, clearing, removing of forest for farming or building
3g. greenhouse effect -	warming of earth's surface and the air above it.
4e. greenhouse gas -	gases in the air that trap energy from the sun.
5d. global warming -	a gradual rising of earth's temperature caused by greenhouse effect
6a. acid rain -	rain containing acids that form in the atmosphere when industrial gas emissions combine with water
7c. soil erosion -	when the soil is overused
8b. pollution -	the damage to soil, water, or the air by harmful substances such as bacteria, chemicals and waste

16a. Listen to the conversation and answer. What are the speakers talking about?

Jessie: Hi, my name's Jessie.

Tom: And I'm Tom. We're from the UK.

Jessie: The environment is a big problem at the moment. Tom, do you have any advice on how to help the environment?

Tom: Yeah, I think it's really important to remember to turn things off, so when you're brushing your teeth, there's not need to keep the tap running all the time, and you should turn off lights and air-conditioning units when you leave the room. How about you, Jessie, any advice?

Jessie: Well, that's good to know, I think new technology is helping people to protect the environment more and more. For example, computers mean that we use less paper, and there are all kinds of things coming off the market that stop us from using quite so many resources.

Tom: In Britain we have a problem with trash on the street and garbage. I know that many people still don't recycle. How about you?

Jessie: Well, my family is quite big on recycling. We collect all the newspapers, bottles and plastics and take them to the dump outside of town, and I carry my own eco-bag to shopping and getting groceries.

Tom: That's wonderful. We must save our environment.

16b. Listen again and choose the best answer.

SELF-CHECK

4a. Listen to the radio programme and answer. Mr. Lowen mentions 5 things we can recycle. What are they?

Reporter: Welcome to our Green Planet programme. Today we are going to talk about how wasteful we are. Have you ever thought about how much we throw away every day? We don't often think about it, do we? We just throw rubbish in bins but rubbish is becoming serious environmental problem. We have invited Mr. Lowen, a Green Peace worker, to our programme to discuss solutions to this problem. Good evening, Mr Lowen. Welcome to our programme.

Lowen: Thank you very much. Good evening.

Reporter: Mr. Lowen! Nowadays we all worry about the environment and how much we waste. They say the situation is getting worse, especially in cities and towns. What can we do to help keep our country clean?

Lowen: There are certainly many things we can do. The easiest way to cut down waste is to recycle things. For example, we can melt down plastic, glass and mental and re-use them. Old paper can be made into new paper.

Reporter: I see. But it's impossible to recycle all rubbish, isn't it?

Lowen: Of course. But still we can do a lot. Before recycling waste we should sort it by size and the material it's made of.

Reporter: I see. Mr. Lowen, can you give us some examples of things we use that have already been recycled?

Lowen: Yes. Most lamps and bottles made of recycled materials. And lots of containers for juice and milk, and even soap are made of recycled plastic.

Reporter: Really?

Lowen: Yes. Even food waste can be re-used.

Reporter: Really? How?

Lowen: We can use it in farming – it can make the soil richer in gardens and on farms.

Reporter: How interesting! But tell me … .

4b. Listen again and answer true (T) or false (F)

MODULE 4. CITIZENSHIP

UNIT 9. GOOD CITIZEN

2a. Listen and answer. What is this person talking about …?

a. **Good citizen**
b. **Life experience**
c. **Language learning**

A social worker: Hello, everyone! Today we are going to have a discussion about what is a good citizen with you. Who is a good citizen in your opinion?

Khulan: I think, a good citizen does something good.

A social worker: Yes, you are right, Khulan. A good citizen needs to do anything special.

Tuguldur: I think, anyone can be a good citizen. For example, I know someone who always helps elderly people.

A social worker: Yes, you are correct, Tuguldur. Now I will give you some advice on how to be a good citizen at school.

- Be kind to everyone. That's the first thing you need to do to be a good citizen.
- Smile to and respect everyone just as you would want them to.
- Be friendly to anyone new in your neighborhood or in class.
- Always help the elderly in crossroads, getting aboard a bus or carrying grocery bags.
- Everyone should be responsible for keeping our surroundings clean, so throw the rubbish in bins and if anyone finds rubbish thrown around the school, pick it up and throw it in the right place.
- Follow all the traffic rules, wait for the signal to cross the road and always cross at the zebra crossing.
- Follow school rules, be in your class on time and respect the school property.
- A good citizen believes in doing what's right and guides his friends to do the same. Keep away from social evils like drinking, smoking and stealing.
- A good citizen has self-control, control your anger in public and never use abusive language.
- Respect the property of others and always ask before using something that belongs to someone else.

2b. Listen again and complete the sentences.

16a. Listen to the song and say what the song is about.

There's a hero

If you look inside your heart

You don't have to be afraid

Of what you are

There's an answer

If you reach into your soul

And the sorrow that you know

Will melt away

And then a hero comes along
With the strength to carry on
And you cast your fears aside
And you know you can survive
So when you feel like hope is gone
Look inside you and be strong
And you'll finally see the truth
That a hero lies in you
It's a long road
When you face the world alone
No one reaches out a hand
For you to hold
You can find love
If you search within yourself
And the emptiness you felt
Will disappear

17b. Listen again and complete the song.

17c. Listen, check and sing along.

SELF-CHECK

6a. Listen and say where this talk takes place.

Teacher: Hello, class. Today's guest for class activity is our school social worker Naran. Let's welcome her.

Naran: Hello, everyone. I'm going to talk about how to be a good citizen. Being a good citizen means you're helping your country be the best it can be. There are a lot of ways to be a good citizen. It starts from a very simple thing like saying 'hello' to your neighbours. You can be a good citizen by helping people. For example, if you help elders cross the street, or you protect weaker ones from stronger ones. Another way to be a good citizen is that you study and respect for own history and traditions. Good citizens always take care of the environment. If you plant trees and flowers to make your neighbourhood a more colourful place, you can be a good citizen.

Teacher: What character traits should a good citizen have?

Naran: I think everyone can be a good citizen. But you have to be helpful, patient, compassionate and most importantly, responsible. I hope, all of you become good citizens to help your country to develop.

Teacher: Thank you very much, Naran, for your time.

6b. Listen again and answer true (T) or false (F).

UNIT 10. HELPING HANDS

6a. Listen to the interview and answer. Is Maria in England or in Mongolia at the moment?

Interviewer: So, where do you come from Maria?

Maria: I come from England in Britain.

Interviewer: Where do you live?

Maria: I live in my family house in a small city in the west of England, a city called Gloucester.

Interviewer: What kind of housing are you living in now?

Maria: I am living in a two-room flat in Ulaanbaatar.

Interviewer: What are you doing in Mongolia?

Maria: I am working as a volunteer. I'm advising a school on educational management.

Interviewer: What do you normally have to do?

Maria: I'm a head teacher of a primary school and kindergarten. I have to give advice and help others.

Interviewer: Who do you normally work with ?

Maria: I have to work with teachers, parents and children of the school where I am volunteering.

Interviewer: Do you need to work for long hours every day?

Maria: No, I don't need to work for long hours. I can work 3-4 hours a day

Interviewer: What do you usually do in your free time?

Maria: Normally I paint and make things like jewellery.

Interviewer: How do you enjoy your free time in Mongolia?

Maria: It's great. I'm doing a yoga class once a week while I'm here.

6b. Listen again and complete the chart with true information about Maria.

8a. Listen to the dialogue and say why two friends are talking about Zorig.

Jargal: Bold, I want to talk to you about Zorig.

Bold: Why? What did he do?

Jargal: I'm worried about him. We might have to do something. He has been depressed lately.

Bold: Oh, you know Zorig. He's changeable as the weather. He could be laughing next week.

Jargal: Zorig is our best friend. He is a bit strange these days. You should be worried about him, shouldn't you?

Bold: Yes, I am. But you know how independent he is. We can't help him if he doesn't want it, can we?

Jargal: Oh, I feel he needs our help.

Well, I think, first, we need to talk to him. Just talking will help him to get his problems out. Then, let's see how we can help him.

Bold: All right, let's meet tomorrow then, in his home.

8b. Listen again and answer true (T) or false (F).

SELF-CHECK

6a. Listen to the interview with a psychotherapist. What is she talking about?

Reporter: Good evening. Today we have invited a psychotherapist Susan Boyer. Hello, Susan. The subject of today's talk is depression. You know, it's very serious.

Susan: You're right. Depression is caused by many reasons and what worries me is that young people get depressed easily. When they are depressed, they are in bad moods. They lose interest in everything. They don't like talking to their family and friends.

Reporter: Then, how can we help them?

Susan: First, ask. Just ask 'what's up?' "How're you doing?" or "How are you feeling?" Second, listen. Just listen. Don't minimize the person's expression. Don't compare. Let them talk.

Third, act. Invite them for a walk, for a dinner, ask them to join you for something. Encourage them to seek help and tell them to take care of themselves. Because a small act of kindness can make a big difference.

6b. Listen again and answer the questions.